

**USING INFORMATION-GAP ACTIVITIES TO IMPROVE THE
ENGLISH SPEAKING SKILLS OF XI KR 4 STUDENTS AT SMK
NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements to Obtain a *Sarjana*

Pendidikan Degree in English Language Education



by:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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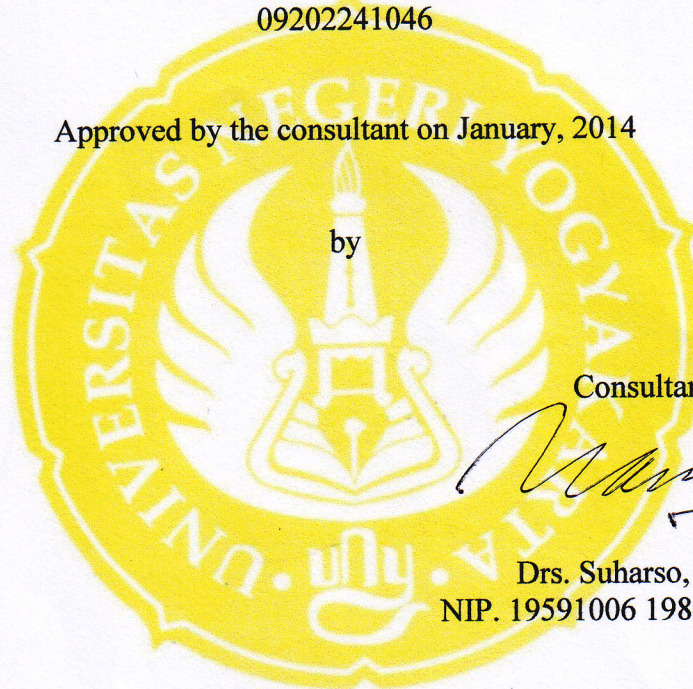
APPROVAL

**Using Information-Gap Activities to Improve the English Speaking Skills
of XI KR 4 Students at SMK Negeri 3 Yogyakarta
in the Academic Year of 2013/2014**

A Thesis


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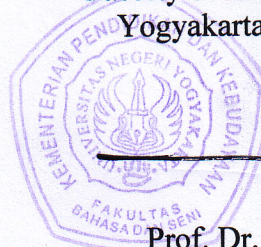
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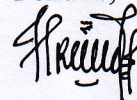
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Yogyakarta, Januari 2014

Penulis,



Desi Sugiarti

DEDICATIONS

I dedicate this thesis to my beloved *Ibu*, Siti Umiyati, S. Pd. I.,
my beloved *Bapak*, M. Sukirman, S. Pd. I, my beloved *Mbak*, Novi
Suciati, S.S.T., and my beloved *adek*, Asri Budiati; I thank them

for always:

calling out my name whenever they kneel down,
being the shoulders to cry on,
giving the warmest hugs when the day is the devil' s own,
and being the home where I' m out for the count.
For me, they are the jewel in the crown.

MOTTOS

“(1) Did We not cool your temper? (2) And We unloaded your load. (3) One that burdened your back. (4) We exalted you to an honourable position. (5) With pain there is gain. (6) Indeed, with pain there is gain. (7) Whenever possible you shall strive. (8) Seeking only your Lord.”
[94: 1-8]

Be careful, be patient, and be grateful.

(Mom & Dad)

Your parents' prayers can turn obstacles into miracles.

(Desi Sugiarti, 2014)

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At last, I realize that although I made my best effort, this thesis is still far from perfections. Therefore, any constructive criticism and suggestion for the improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give contribution to the readers and useful for the teaching and learning process.

Yogyakarta, January, 2014

Desi Sugiarti

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ABSTRACT

This study was aimed at improving the English speaking skills of XI KR 4 students at SMK Negeri 3 Yogyakarta through the use of information-gap activities during the teaching and learning process. It consisted of two cycles with three meetings in each cycle. The instruments used were observation checklists, interview guidelines, a camera, a recorder, and speaking rubrics. The data were collected in two forms: qualitative (through interviews and observations) and quantitative (through speaking tests). The qualitative data were analyzed through data collection, data reduction, data display, and conclusion, while the quantitative data were analyzed by means of the descriptive technique to obtain the mean, median, mode, and standard deviation. A t-test in SPSS 16.0 was also applied using the students' scores to investigate the improvement. The data of this study were reliable by the fact that their Pearson's coefficient correlations (r) were 0.850198 (in the pre-test) and 0.935613 (in the post-test). The results of the research showed that the use of information-gap activities was able to improve the students' speaking skills. Based on the qualitative data, the pre-communicative activities improved the grammatical competence of the students, while the drills improved their accuracy and fluency. Furthermore, the information-gap activities could grab the students' attentions and make them calmer, be focused during the class, and enthusiastically joined the teaching and learning activities. Based on the quantitative data, the students' mean score for the speaking skills improved from 17.81 in the pre-test to 28.54 in the post-test.

Keywords: information-gap activities, speaking skills

CHAPTER I

INTRODUCTION

A. Background of the Study

The unwritten convention of choosing English as an international language brings a serious consequence to the people across nations: those who want to survive in international life should be able to communicate in English. Soares (2011) in Phisutthangkoon (2012:1) claims, “400 million people speak English as their first language and over 900 million people speak English as their second language”.

For Indonesians, mastering English helps them to compete in the globalization era. In business and trade aspects, the abilities to speak and to write English encourage them to create and to maintain good relationships with their colleagues. Not only in business and trade aspects, mastering English also influences the tourism aspect since it creates big chance for Indonesians to promote Indonesia as a tourism destination. Good understanding in English also gives them chance to make use of the manuals written in English and instructions given in English. In the educational field, Indonesian students and teachers are required to master good English skills since many high quality sources are produced in English. Books, articles, and international journals are written in English. Films, songs, and English news are potential sources for Indonesian learners who can understand English.

The 2006 curriculum states that English is a local content in primary schools and is a compulsory subject in secondary schools. Teachers in some pre-schools in the cities even teach this subject. This fact implies that Indonesian learners have been introduced to English since early ages. Ironically, Indonesian generations, especially the youngsters, are still not familiar with the use of it outside the classroom. It is because speaking skills are not the main point to learn during their time at schools. The existing curriculum forces teachers to focus their teaching on listening, reading, and writing, which are the macroskills of language that are tested in the national examination.

SMK Negeri 3 Yogyakarta is a vocational school in Yogyakarta that is located in Jalan R.W. Monginsidi No. 2 Yogyakarta. As a vocational school, it prepares its graduates to be ready either to go work or to continue their study. The curriculum used here is the curriculum for SMK students which requires them to communicate in English in the three levels: novice, elementary, and intermediate.

To make the students ready to go work after graduation, the teaching and learning process at schools needs to give them opportunities to practice and to be actively involved in the class. In fact, the students of XI KR 4, the subjects of this research, still needed more encouragement from the teacher to stimulate them to be actively involved in the English learning and teaching. During the first observation on February 16th, 2013, most of them used their mother tongues instead of English during the class. When it came to written cycles, the teacher spoke more than the students did. The students listened to the teacher who was reading aloud the module, and then they translated the new words they found in

the textbooks by checking the dictionary. Thus, in this English class, they must bring their dictionaries. Whoever came without it was punished physically. The teacher said it was done to discipline them. During the class, the students spoke English when the teacher asked them to do so; mostly it happened when the teacher asked the meaning of certain words they found in the textbooks. They rarely expressed their opinions in English; they did it in Indonesian language, instead. Some of the students said that English was a difficult subject to learn.

This condition changed when they were to make and practice conversation with their partners. About twenty out of thirty two students did the task happily. They discussed with their partners what to write. They talked and practiced a lot before they practiced it in front of the teacher or the researcher. Some of them also consulted the writing and the pronunciation to the researcher. While assessing the performance, the researcher found that some students still needed more effort to improve not only their speaking skills but also their writing skills. It seemed that most of the students memorized the conversation written in the module while some of them had already understood what they had to say.

The low pronunciation skills inhibited them from speaking confidently. When they found new words in a text, the teacher asked them to find the meaning in their dictionaries but rarely drilled them to focus on the pronunciation.

At the end of the session, the teacher said that on the following Saturday, each student was to memorize at least thirty irregular verbs with their meanings. Then, they would have to present them in front of the teacher because he would take their speaking scores.

On February 23rd, 2013, the researcher conducted the second observation in the same class. The number of the students attending the class reduced. When she asked one of the students, he said that it had been happening since about two weeks ago. Surprisingly, he said that the condition happened only in the English class. Almost half of the students skipped the class because they did not find it easy to learn English.

After calling the roll, the teacher asked the students to prepare themselves to memorize the irregular verbs. That time, they were free to decide whether they wanted to be assessed by the teacher or the researcher. Students who were afraid of making mistakes in their performance chose the researcher as their assessor while those with higher confidence did the activity in front of the teacher. The researcher found that some of them knew how to pronounce the words correctly, while other kept reading as they were written in the book. The researcher corrected their mispronunciations but some of them preferred to keep their own pronunciations instead of following the researcher's.

Based on the two observations, the researcher believed that using information-gap activities is useful because they are very meaningful; all students are involved in the process equally and they are all moving towards a specific purpose. Each student has a task of finding out certain information, and therefore they must find a way to ask for this information. These activities usually boost the students' motivation. They also help the students move from working in a structured environment into a more communicative one; they are expected to use lots of the target language, and in the process discovering where they have gaps.

Knowing the gaps gives them a direction for improvement. As it is cited in Hamzah (2009: 4), Harmer stresses that group work is an attractive idea to increase the amount of students' talking time. Clear explanation about the rule of not using other languages except English aims to train the students to use their English. Besides, it also helps them to reduce their anxiety in speaking English.

B. Identification of the Problem

Speaking is considered as one of the most difficult language skills, besides writing. Speaking English is considered challenging for Indonesian students because of some factors. First, the sounds in the two languages are different. Some English sounds do not exist in Indonesian language, i.e. θ in thank / $\theta\text{æ}\eta\text{k}$ / and δ in though / $\delta\text{ə}\upsilon$ /. Luckily, most Indonesians learn Arabic so that they can associate the way of pronouncing θ with that of ϵ and that of δ with that of ط.

Another problem arises when we integrate speaking and writing skills. In Indonesian language, a word is pronounced exactly the same as its spelling. In this case, knowing how to read the alphabets in Indonesian language helps the students. Unluckily, knowing how to read the alphabets in English cannot give Indonesian students any guarantees that they will find it easy to pronounce an English word because mostly, the spelling and the pronunciation are different. This fact becomes the third reason why most, if not all, Indonesian students consider English as a difficult subject to learn.

In the higher order thinking skill, the ability of understanding what they say, some words that exist in both languages but have different meanings

sometimes confuse Indonesian students. It becomes tricky when, for example, a student is given the individual written word and to pronounce it and guess the meaning of the word without given any context.

Dealing with pronunciation, many Indonesian students fail in speaking with the appropriate stress, rhythm, and intonation. English native speakers often say that they know that the Indonesian students are using English vocabulary, but they do not know what the students want because they speak without any stress.

For students in the higher level of education, difficulties in speaking English may be caused by the poor mastery of the vocabulary. Their lack of understanding that contexts are important in learning a language can also be a factor that hinders them in their effort to improve their speaking ability. It is because one word may have more than one meaning. Moreover, limited opportunity to practice speaking English during the English class is a common case at school.

In conclusion, English teaching and learning should focus not only on the completion of the tasks but also on the mastery of the skills. In the speaking class, for example, students must be facilitated by adequate opportunities for speaking practices with the focus on pronunciation, spelling, and vocabulary mastery. Besides, the level of the difficulties of the tasks is needed to take into consideration. The level of the difficulties of the tasks should be slightly higher than the level of the students' competency. It is aimed at improving their competency.

C. Limitation of the Problem

From the problems described above, the teacher and the researcher decided to delimit this study to the problem of the students' low speaking skills and to focus on improving them with the use of information-gap activities. The limitation is based on some reasons. The first reason was the researcher's belief that the higher the level of the students' speaking skills is, the higher their confidence will be. As the high level of speaking skills will be helpful for the students not only in the English class but also in other classes, the teacher clearly needs to help them to improve it. Second, good mastery of English speaking skills will help the students do a better performance in the future, either in their higher education or in their career. Mastering English skills also helps them get the better jobs which require their applicants to speak English. Many of the graduates of vocational schools failed to get a good job because they could not ensure the interviewers with good English about their capabilities. Regarding this issue, Gareis (2006: 3) states that oral communication skills are the most important skills that employers desire in employees.

Related to the planned action, the technique was chosen since information-gap activities give the students opportunities to learn English in a fun way. Its activities can also lead the teaching and learning process from a teacher-centered learning into a learner-centered one. Also, information-gap activities open wide opportunity for the students to practice speaking English based on the context or situation given, so they will find it easy to learn new words and to use them in the appropriate context.

D. Formulation of the Problem

Based on the background of study, identification of the problem, and limitation of the problem, the problem was formulated as follows: “How can the speaking skills of the students of XI KR 4 SMK Negeri 3 Yogyakarta be improved through the use of information-gap activities?”

E. Objective of the Study

This study was carried out to improve the speaking skills of the students of XI KR 4 SMK Negeri 3 Yogyakarta using information-gap activities. If a language teacher applies information-gap activities, it suggests that the teaching and learning process will provide wider opportunities for the students to practice and improve their speaking skills.

F. Significance of the Study

The result of this study is expected to give some practical and theoretical significance for the following parties.

1. Practical Significances

- a. For English teachers of SMK Negeri 3 Yogyakarta, this research study will provide input in improving students' speaking skills.
- b. For the students of SMK Negeri 3 Yogyakarta, if they can make use of the activities during the class, they will get an opportunity to express their ideas and improve their speaking skills.

- c. For other researchers who conduct research studies on the relevant topic, this research study can be a source.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking skills through the use of information-gap activities.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Speaking

Before going further to the discussion of ways to improve the speaking skills of the students, the researcher presents some experts' words about the nature of speaking. They are divided into some sections: definitions of speaking, purposes of speaking, aspects of speaking skills, microskills of speaking, and difficulties in speaking. The details are presented below.

a. Definitions of Speaking

Every individual has a language(s) to communicate among their society. Most communication is done orally. They use a language(s) to deliver their ideas, to fulfill their needs, and to ask for information. All human beings use language; they use it every day without second thought (Turk, 2003: 3). The human speech perception system works like a sixth sense and, as a result, our thought as the listener is one of automatic recognitions; sounds enter the ear and the result is recognition (Aaltonen, et al., 2006: 111).

Although "speaking is so much a part of daily life that we take it for granted" (Thornbury, 2005: 1), many definitions of speaking have been proposed by language experts. Speaking is the active use of language (Cameron in Khalifa, 2007: 37) through phonic substances as the transmitting medium (Crystal, 2005: 1)

to express meanings in the forms of verbal or non-verbal symbols that are suitable for certain contexts (Chaney in Kayi, 2006: 1) so we can “get something done, explore ideas, work out some aspects of the world, or simply be being together” (Jones, 1996: 12 in Richards, 2008: 19).

In brief, speaking can be done through verbal and non-verbal symbols and is closely related to certain situations. In order to get the meaning, the two parties having communication need to be able to make sense of the expressions.

b. Purposes of Speaking

Numerous efforts have been made by language practitioners to identify and classify the purposes of speaking in human interaction. Richards (2008: 21-28) suggests three functions of speaking; they are as interaction or “interpersonal” function (Thornbury, 2005: 13), as transaction, and as performance. As interaction, or “interpersonal” function, conversation is carried out by people mainly in order to establish and maintain social relations. Sometimes, presenting their good images concerns the speakers more than delivering the messages. As transaction, or “transactional” function, the focus of a conversation is more on the message (what is said or done) than on the accuracy. Then, as performance, talks tend to be in the form of monolog rather than dialog; mostly are written language since the speakers follow what is written in the format. Bashir, et al. (2011: 35) simply claim that by speaking, people want to convey messages through the words of mouth.

The researcher draws a conclusion from the explanations above that speaking varies in purposes. Thus, the ways the speakers perform speaking vary, depend on their purposes.

c. Aspects of Speaking Skills

For some people, speaking skills seem hard to master, especially for those who do not know what to focus on when they are learning it. A language user should understand what aspects of speaking skills that he/she needs to master and how to gain them. It will help him/her master the target language and deliver the intended message. Usually, experts in language teaching examine the issues of fluency and accuracy under their discussions of speaking.

Fluency means the ability to communicate the ideas without having to stop and to think too much about what the speakers are saying (BBC, 2003: 2), or in other words, our speaking flows smoothly, quickly, and immediately (Binder et al., 2002: 6). Thornbury (2005: 8) associates fluency of speaking and pauses as follows: pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points, and there are long runs of syllables and words between pauses.

Speaking accurately is defined as speaking without grammatical or vocabulary errors (BBC, 2003: 2). To measure the fluency of one's speaking skills, speed of access or production and the numbers of hesitations are typically used, while the amount of error is used to measure the accuracy (Nation and Newton, 2009: 152).

The ability of speaking accurately is needed by a non-native speaker since the native speakers of the language will find it difficult to understand the ideas if their partners in speaking do not follow the rule of the language. In contrary, paying too much attention on this aspect may bring some drawbacks. One of the drawbacks of the tendency of avoiding making mistakes during the practice is that it makes a language user shy to speak English and, as a result, his/her speaking fluency may not be improved. This is why, many people know English well but are not able to speak English.

Besides fluency and accuracy problems, vocabulary and pronunciation seem to be tricky as well. These two aspects are interrelated to the previous matters. Nation and Newton (2009: 76) state that for the second language users, their knowledge of patterns of pronunciation and grammar in the target language affects the size of their working memory in that language. It indicates how important the knowledge of pronunciation and grammar for language users is. Mastering pronunciation and grammar helps a second language user master the target language. In order to strengthen his/her pronunciation, he/she needs to pay attention to the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting features, and stress and intonation (Pennington and Richards 1986, Esling and Wong 1983, in Nation and Newton, 2009: 76).

In conclusion, a language user needs to master the four aspects of speaking skills as mentioned previously. However, paying too much attention on one aspect only can hinder the user from speaking effectively.

d. Microskills of Speaking

Speaking is a macroskill of language skills. It has some microskills inside. Brown (2001: 272) proposes 16 microskills of oral communication. Some of them are the ability to produce the English stress patterns, the reduced forms of words and phrases, the fluent speech at different rates of delivery and in natural constituents; and to use an adequate number of words, grammatical word classes and forms, and nonverbal cues along with verbal language.

Meanwhile, Richards (2008: 23-28) classifies the microskills of speaking into three according to the purposes of using talk. First, the microskills involved in using talk for interactions are the abilities to open and close conversations, to choose topics, to make small-talk, to joke, etc. Second, the microskills involved in using talk for transactions are the abilities to describe something, to ask questions, to make suggestions, to confirm information, to clarify understanding, and to make comparisons. Then, the skills involved in using talk as performance are the abilities to use correct pronunciation and grammar, an appropriate format, vocabulary, opening and closing; and to create an effect on the audience.

In brief, to speak a language is not merely to produce a word through our mouth. To be a good speaker, a language user needs to be able to speak appropriately. Therefore, the microskills of speaking are needed to be taken into account.

e. Difficulties in Speaking

Speaking is considered as one of the most difficult language skills, besides writing. Here are some potential problems cited by Brown (2001: 270) that might challenge a language user: clustering (how a speech combined into phrasal and not word by word), redundancy (expressing something more than what is needed), reduced forms (contraction, elision, reduced vowels, etc.), performance variables (how a language learner performs the target language in the way the native speakers perform it without hesitation), colloquial language (informal words, idioms, and expressions that are more suitable for speaking than for writing), rate of delivery (speaking in the proper speed), English pronunciation and interaction (stress, rhythm, and intonation), of which existence is important to apply the language learning.

In brief, not only mastering the grammar item, an English language user also needs to understand how the native speakers act and speak. To do so, an adequate practice is needed. The practice should accommodate him/her to improve his/her speaking skills.

2. Teaching Speaking

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and to his success later in every phase of life (Kayi, 2006). To help the young generations develop their speaking skills, numerous state and private schools provide English in their teaching and

learning process. Speaking has been taught at school based on the considerations of its importance for the human beings. First, it should be taught in the language classroom since speaking is fundamental to human communication. Second, the mastery of a target language is shown by the ability to speak the language (Lawtie, 2004 in Defrioka, 2009: 36). The researcher presents the discussions about teaching speaking, which are classified into the principles for designing speaking techniques, teaching teens, and English teaching and learning for SMK students below.

a. Principles for Designing Speaking Techniques

A learner's speaking skills need to be improved by doing continuous practices. A language teaching methods used recently, the communicative language teaching (CLT), is proposed to make the learning more meaningful since it is designed to be as real as possible with the activities exist in the real world. The goal of CLT is communicative competence. It makes use of pair and group works in the teaching and learning process. Also, it parallels the accuracy and fluency in language teaching, so it tries to keep both in balance. These communicative activities "include any activities that encourage and require the learners to speak with and listen to other learners" (Richards, 2006; Moss and Ross-Feldman, 2003 in Phisutthangkoon, 2012: 4).

Littlewood in Richards (2006:18) classifies steps of group activities into two: pre-communicative activities and communicative activities. The pre-communicative activities help the students to develop their accuracy and prepare them to the knowledge that they need to do the communicative activity. The

communicative activities give opportunities to the students to be involved in the teaching and learning process. This time, the students practice the knowledge they got during the pre-communicative activities. Other experts on the communicative language teaching proposed three stages of doing the practice, that are the pre-communicative, the communicative, and the post-communicative stages. After they practice, in the post-communicative stage, the students and the teacher evaluate the activities they have done and when it is needed, the teacher gives feedback.

Related to the activities, Richards (2006:14) proposes two kinds of activities in language learning: activities focusing on fluency and that of focusing on accuracy. To implement the activities focusing on accuracy does not mean to ignore the grammar. It lets the students practice first. Then, the students and the teacher do the correction later on. This kind of activities is often used by language teachers when having speaking classes. The other kind of activities, those focusing on accuracy, requires the students to master the grammar first, so they will be able to use the language grammatically correct later on.

Harmer (2001) proposes the following principles of teaching speaking: first, it helps students overcome their reluctance to speak by encouraging, providing opportunity, and by starting from something simple. It also asks students to talk about what they want to talk about and what they are able to talk about. Then, it provides appropriate feedback. It also combines speaking and other language skills i.e. listening and reading. And the last principle is that it incorporates the teaching of speech acts.

In conclusion, to make the English teaching and learning effective, the activities should be designed carefully so that they give the students wide opportunity to speak. Preceding the communicative activities with the pre-communicative activities can help the students prepare themselves to accomplish the task.

b. Teaching Teens

High-school age students are in the critical age, because they are in the transition age, from childhood to adulthood. Their range of age is twelve to eighteen or so. These critical-aged students, or ‘terrible teens’ (Brown, 2001: 92), are at an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Being in the process of finding their need for identity, they tend to be disruptive in the class and may cause discipline problems as well (Harmer, 2001: 39).

This complexity challenges teachers to prepare their teaching that will fulfill their needs. The type of techniques, the management of the classroom, the body language, the teacher-student exchanges, and the relationship that those changes conveyed are aspects that an ESL teacher should pay attention to (Brown, 2001: 93). However, teenagers, if they are engaged in the activities in the class, are potential learners, because they possess great capacity to learn, to create creativity, and to commit themselves passionately to things which interest them (Harmer, 2001: 39).

In brief, a teacher should provide activities that can grab the students' interests and facilitate them with a meaningful learning. By doing so, the students are expected to pay more attention to the learning activities.

c. English Teaching and Learning for SMK Students

Peraturan Menteri Pendidikan Nasional (Permendiknas) 23 of 2006 proposes two goals of learning English in vocational high schools: first, students are expected to master the knowledge and skills of Basic English to sustain their vocational competency achievement and second, students are expected to implement their mastery of abilities and skills of English to communicate in the spoken and written forms at the intermediate level. The scope of English teaching in vocational high schools consists of three levels: novice (the 1st grade), elementary (the 2nd grade), and intermediate (the 3rd grade).

It is stated in the Standard of Competencies of the curriculum of English for class XI SMK students that the students are to communicate in English at the elementary level. It infers that the ultimate goal of SMK students learning English at this grade is to make them able to communicate in English.

Related to this, the curriculum in SMK Negeri 3 Yogyakarta is developed based on the School-Based Curriculum. The School-Based Curriculum allows the school's stakeholder to develop their own materials, as long as they are derived from the Standard of Content which is released by the National Ministry of Education. The Standard of Competencies (SK) and Basic Competencies (KD) in

this school are derived from the Standard of Content which is released by the National Ministry of Education as follows.

Table 1: English Teaching Standard of Competencies and Basic Competencies of Grade XI SMK in the Even Semester

Standard of Competencies	Basic Competencies
2. Communicate in English in the Elementary Level.	2.1. Understanding simple daily conversations in professional or personal context with non-native speakers. 2.2. Writing simple messages in direct interaction or through communication means. 2.3. Describing job descriptions and educational background in detail in spoken and written forms. 2.4 Telling the previous and the future jobs. 2.5 Expressing intentions. 2.6 Understanding simple instructions. 2.7 Creating simple messages, instructions and lists with appropriate diction, spelling, and writing styles.

Giving further attention to the Basic Competencies, we can find the most skills needed by the students at the 2nd grade of SMK are speaking skills. Moreover, although not all of students graduate from SMK work after the graduation, most of them are prepared for it. Many of good jobs require good speaking skills. Many of the applicants failed to master it because they did not prepare themselves well during the school time. SMKs give big attention to it. That is why, the main point of learning and teaching English there is mastering the speaking skills.

In line with the idea, English teachers in SMK have to provide activities that facilitate the students and help them reach the competences. Information-gap activities can meet the needs.

For example, in Basic Competencies 2.2 in which the students are to be able to write simple messages in direct interaction or through communication means, teachers can divide the class into two big groups. Later on, students in the first group will act as secretaries in companies while those in the other group will act as people making a call to the companies. Each student is given a flash card containing different information because the two groups have different tasks. A student belongs to the caller group is to make a call to a student in the secretary group. He should read the information on the card for the secretary and the secretary should write down the needed information on the card he has. The information can contain name (people and company of the caller and the addressee of the call), number (phone number), and simple sentence (the message). Doing the activity, the students will use many kinds of expressions and speaking strategies, such as asking for and giving information, clarifying and confirming of meaning. The examples of the cards are shown below.

<p>From : Arthur</p> <p>Company : D&D Tech</p> <p>Phone number: 0274-437-432</p> <p>To : the CEO</p> <p>Message : Meeting is canceled</p>	<p>Name : _____</p> <p>Company : _____</p> <p>Phone number : 0274-_____</p> <p>To : _____</p> <p>Message :</p> <p><input type="checkbox"/> Call him back</p> <p><input checked="" type="checkbox"/> Meeting is canceled</p> <p><input type="checkbox"/> Products are received</p>
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Card of the callers

Card of the secretaries

Figure 1: **Examples of the cards used in information-gap activities**

Meanwhile, in Basic Competencies 2.6, where the students are to understand simple instructions, teachers can give students simple manuals to do something. The manuals are in the form of series of pictures. To make the activity communicative, the teacher can divide the class into some groups (e.g. 10 groups) in which every group consists of 4 students. Every group is given 1 picture to discuss. Then, every student in the group has to look for the information from the other groups so he gets a complete manual. After that, he goes back to his group and tells the members of the group the information he got from the other groups. Then, the teachers check the understanding of the class by asking some groups to tell the instruction.

To keep the gap between the students, the teacher must remind them that they must keep their cards for themselves and are prohibited to show it to their partners. This instruction must be clear and the students must follow the rule.

d. PPP and Alternatives to PPP

The researcher simply named the “methodology” (Harmer, 2001: 79) she used as PPP (Presentation-Practice-Production). However, according to Harmer (2001: 82-84), the methodology she used is more likely to be alternatives to PPP. It is because the researcher did not always teach her class by providing a model followed by a discussion and ended by a production. Sometimes, she re-explained or re-discussed the language aspects that the students found them difficult to understand. Therefore, the cycle becomes more flexible, as it is suggested by Johnson (1982) and Byrne (1986) in Harmer (2001: 83), which is illustrated in the following figure.

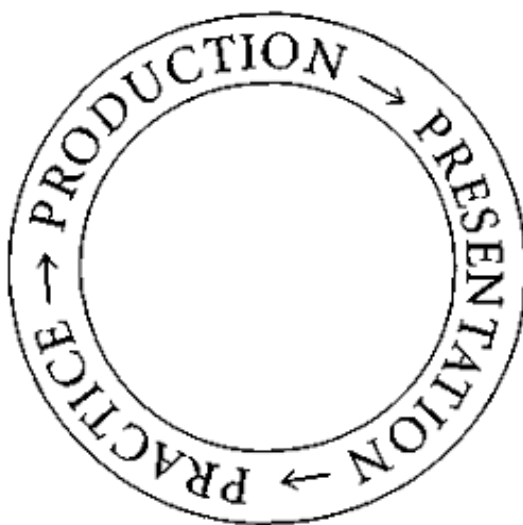


Figure 2: Byrne's Alternative Approach

The figure above gives the chance for the teachers and the students to start the class at any stage. To begin with a presentation, for example, the teacher can show a picture that is related to the topic of the lesson. Then, the students answer some questions related to the picture. After that, they may have drills on the language that is used. Later on, in the production stage, they are to use the language in their own sentences. However, the learning can also start with the production stage; they write or speak a language then they discuss the use of it.

e. Speaking Assessment

The students' speaking performances were assessed using a scoring rubric adapted from that of proposed by J. Michael O' Malley and Pierce L. Vende as it is cited in Nurjannah (2013: 122). Luoma (2004) in Kim (2006) claims that a scoring rubric informs test users what a test aims to measure. The tests in the form of job interviews were conducted in the pre-test and in the post-test. Brown and Yule (1983) in Mukminatien (2010) name the test 'an interactive speaking test'. The rubric is shown in the following table.

Table 2: The Speaking Rubrics

Aspects	Score	Criteria	Indicator
Pronunciation and Intonation	1	Poor	S makes frequent problems with pronunciation and intonation
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate
	3	Good	S' pronunciation and intonation are clear or accurate
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate

continued

continued

Fluency	1	Poor	S hesitates too often when speaking, which interferes the communication
	2	Fair	S speaks with some hesitation, with often interferes the communication
	3	Good	S speaks with some hesitation, but it does not really interfere the communication
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	S uses basic structures and makes frequent errors
	2	Fair	S uses a variety of structures with frequent errors, or uses basic structures with occasional errors
	3	Good	S uses a variety of grammatical structures, but makes some errors
	4	Excellent	S uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	S uses only basic vocabulary and expressions
	2	Fair	S uses limited vocabulary and expressions
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	S uses a variety of vocabulary and expressions and almost never makes errors in the word choice

In assessing the performances, the researcher was helped by the collaborators to avoid subjectivity. The scores from the examiners were added and analyzed to get the mean, median, mode, and the standard deviation. To know whether there was improvement in the speaking skills of the students after the implementation of the actions, the results of the post-test were then compared with that of the pre-test. They were analyzed using SPSS 16.0.

3. Theory of Information-Gap Activities

The researcher believes that information-gap activities are suitable to be applied in language classes. The explanations below suggest her belief.

a. The Nature of Information-Gap Activities

Communicative Language Teaching (CLT), an approach in language teaching today, is an approach that is used widely in language teaching especially to improve speaking skills of the students since it provides activities that stimulate the students to speak more. An important aspect of communication in CLT is the notion of information gap (Richards, 2006: 18).

As the name suggests, information-gap activities are “communication exercises in which each of two-paired students has information which they must orally relate to each other in order to fill the ‘gaps’ in the information they have” (Defrioka, 2009: 39). This refers to the fact that in real worlds, people may communicate in order to get any information (Goh in Brogan, 2006: 12).

Here are some examples of information-gap activities. First is an activity namely “20 Questions”. Here, students work in pairs or small groups. One student chooses an object or person and keeps it a secret. The other students must ask yes or no questions to determine what that object/person is. The maximum number of questions is 20.

Another interesting activity called “Guess the Card” can also be used in the class. The instructions are as follows. Students work in pairs. This is similar to 20 questions only the students already have the object chosen for them. One student holds a card so that their partner cannot see. The partner must then ask yes

or no questions to determine what is on the card. Often teachers structure this activity to fit with the theme of a particular unit.

“Find Your Partner” works as follows: the whole class participates. Students are each given a card with an image on it; there are two cards of each image. Students must circulate and try to find the person with the same image by asking yes or no questions. The students may not ask “Do you have an elephant” if their image is, for example, an elephant. They must ask more descriptive questions, for example “Does your thing have 4 legs?” or “Does your thing live in the jungle?”

“Words on Back” can also be an alternative for language teaching. It works as follows. Students work in large groups or as a whole class. Each student has a word attached to his or her back; the students must then circulate asking each other yes or no questions to determine what word is on their back.

Another activity namely “Same Different” works as follows. Students work in pairs. Each has a different picture that should not be shown to their partner. The students take turns asking each other yes or no questions to find out how the pictures are different.

Then, in “Fill in the Chart”, students work in partners. The students are both given tables with information missing. What is missing in one partner’s table is there on the other partner’s table and vice versa. Students must ask questions to each other to discover what is missing in each of their tables.

It can be seen from the explanation above that in information-gap activities, the task cannot be accomplished without everyone’s participation (Neu

and Reeser in Brogan, 2006: 12). In a group work, the two students will be asking each other questions to which they do not know the answer; these questions are called referential questions. The goal of the activity is to discover certain information, whether about the other person or related to a specific activity. Therefore, information-gap activities are often used in teaching speaking by the teachers across the nations.

b. Information-Gap Activities to Improve Speaking Skills

Numerous experts in language teaching suggest information-gap activities to teach speaking as they bring advantages as follows. First, they serve many purposes such as solving problem or collecting information. Besides, they also promote real communication and facilitate language acquisition, especially in mastering vocabulary and grammatical structures taught in the class (Kayi, 2005; Liao, 2001 and Raptou, 2002 in Defrioka, 2009: 40). Moreover, communicative activities, in this case information-gap activities, can improve students' English speaking ability at the secondary level, vocational certificate student level, and tertiary level (Promshoit, 2010; Phunphanpet, 2004; Kethongkum, 2005; Domesrifa, 2008; Ponglangka, 2007; Klanrit, 2010 and Noon-Ura, 2008 in Phisutthangkoon, 2012: 5).

Using information-gap activities is another technique of teaching speaking (Raptou, 2002 in Sari, 2008: 13). Nation and Newton (2009: 101) distinguish information-gap activities into a split information arrangement (in which each student has different essential information) and a superior-inferior

arrangement (in which one student has all the information that the others need). As students work together, they are a team, whose players must work and share the information together (Brown, 2001: 47). This activity can improve the classroom interaction, because an information gap activity takes place among the students, not between a student and the teacher, though a teacher can certainly demonstrate the activity. Working in groups will increase the students' talking time and decrease that of the teacher (Lewis and Hill in Brogan, 2006: 10).

In brief, information-gap activities can be useful to teach speaking since it gives valuable contributions to the students and the teachers as well. For the students, information-gap activities provide wide opportunity to speak during the class, and for the teachers, information-gap activities help them to facilitate the students with the real communication to practice the use of the vocabulary and grammatical structures taught previously in the class.

4. Relevant Previous Studies

Using information-gap activities to teach speaking is popular across the nations. Numerous research studies have been conducted to prove that information-gap activities are able to improve the students' speaking skills. At national level, Astuti (2011) conducted a research study on it in the context of English teaching and learning in Indonesia, where English is taught as a foreign language. The research findings proved that the information-gap activities she implemented during the research succeeded in improving the students' speaking skills. Also, the students became more enthusiastic to perform their work and

more active in the speaking learning and teaching process. Overall, it can be concluded that information-gap activities could improve the speaking skills of her students.

Another research study on the field conducted by Sari (2008) showed a positive result. After applying information-gap activities, her students were braver, easier to understand and to memorize, full of concentration and confident. From the interview done with the students, she claimed that the students were happy with the application of the information-gap activities to improve their speaking abilities.

In the international level, some research studies showed the positive results of the application of information-gap activities to teach speaking. Raptou (2002), as it is cited in Defrioka (2009: 40-41), used information-gap activities to teach French. He found that the students he taught using the technique were all happy to do the activities because it was fun and they knew that it helped them to speak French. Another researcher, Rosmaliwarnis (2007) in Defrioka (2009: 41) claims information-gap activities helped her students to gain better speaking skills since they could freely respond to the missing information without memorizing dialogues during the implementation of the technique.

Examining the benefit of information-gap activities in teaching speaking, the researcher wanted to implement the same technique but on different subjects of study. Different characteristics of the researcher's class from that of the previous mentioned experts had possibilities in bringing different results.

B. Conceptual Framework

Speaking is one of the important macroskills of language to master by students. Ideally, the teaching and learning process provides adequate opportunity for the students to explore their capabilities to express themselves using the target language, in this case English. However, as it is mentioned in the previous section, the students of XI KR 4 at SMK Negeri 3 Yogyakarta had a main problem related to their speaking skills. Therefore, the researcher wanted to overcome this problem by applying information-gap techniques in the English class. The actions were carried out in the second semester. The techniques were chosen since they opened a wider opportunity for the students to work with others and were expected to improve not only their speaking skills but also the quality of the classroom interaction. These things were supported also by a research study conducted by Astuti in 2011.

The activities used during the teaching and learning process were information-gap activities that were applied with the collaboration of the English teacher, the researcher, and the collaborators. The activities that were designed in the research required the students to speak up and be actively engaged in it. To meet the students' needs, the activity covered the materials that were appropriate with the standard of competencies, basic competence, and the local curriculum.

CHAPTER III

RESEARCH METHODS

A. Research Design

In accordance with the objective of the research, this study was aimed at improving the students' speaking skills through the use of information-gap activities among XI KR 4 students at SMK Negeri 3 Yogyakarta. This action research study was focused on improving the students' speaking skills.

This study used the Kemmis and McTaggart's model (Burns, 2010: 7). The researcher and the English teacher worked together in collecting input about the obstacles and weaknesses of the English teaching and learning process related to the students' speaking skills. After finding all the problems, the parties planned the action. The actions were planned to be done in two cycles. Since in the end of the second cycle the research has met its objective, it ended immediately. After finding all the problems, the parties planned the action. The actions were planned to be done in two cycles. Since at the end of Cycle II the research has met its objective, it ended immediately.

After planning the actions, the parties carried it out. During the implementation of the actions, the researcher taught the class while the English teacher and the collaborators observed the English learning and teaching in the class. Then, an evaluation and reflection were done at the end of the cycle. By doing the reflection of Cycle I, the researcher could see whether there were some

aspects that were needed to be improved. Therefore, the researcher and the collaborator revised the plan and prepared for the next cycle. The processes in action research can be seen in the schema below.

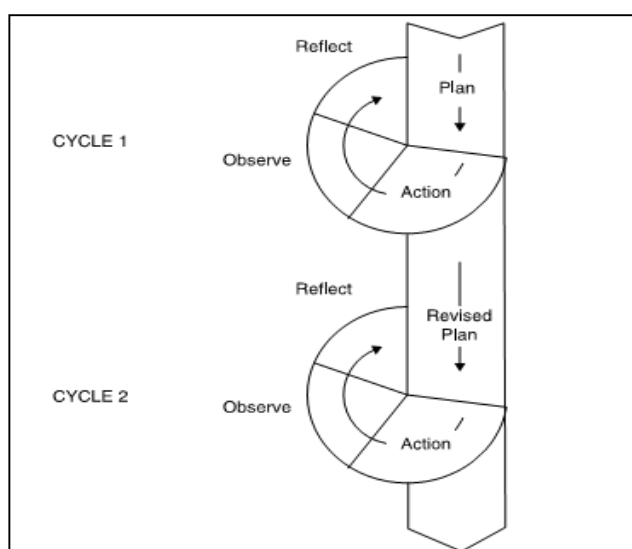


Figure 3: Action research cycles (Burns, 2010:9)

B. Research Setting

This study was focused on improving the students' speaking skills by applying information gap activities. The actions were carried out in September 2013 using class XI KR 4 students of SMK Negeri 3 Yogyakarta as the subjects of the research. The school is located in Jl. R. W. Monginsidi No. 2 Yogyakarta.

The observations were done on February 16th and 23rd, 2013. The research study was conducted in the second semester of the academic year of 2013/2014. The actions were applied based on the schedule of the English class, on Wednesdays, Fridays, and Saturdays. The schedule of the English class of XI KR 4 can be seen in the following table.

Table 3: The schedule of the English class of XI KR 4

Day	Time
Wednesday	90 minutes (12:15 p.m. – 01:45 p.m.)
Friday	60 minutes (12:45 p.m. – 01:45 p.m.)
Saturday	90 minutes (12:15 p.m. – 01:45 p.m.)

C. Research Subjects

The subjects of the research were the eleventh grade students of KR 4 at SMK Negeri 3 Yogyakarta in the academic year of 2013/2014. The class consisted of thirty two students. They were all male students. They were chosen as the subjects of the research based on the consideration that their future job application might require those able in speaking English appropriately. Although the students had passed the KKM for the English subject, their English speaking skills were low. The KKM was used to measure the integrated skills of English, not to measure certain skills.

D. Data Collection

1. Types of Data

This research was action research in which the data can be both qualitative and quantitative. In this light, the data of this research were in two forms. The qualitative data were collected through the interviews and observations while the quantitative data were the results of the students' speaking tests.

2. Data Collection Instruments

Instruments are some documents used in the data collection. The instruments used in this research were observation guidelines, interview guidelines, field notes, speaking tests, and rubrics of the students' speaking performance. To keep the validity of the data, the researcher also used a recorder and photographs during the interview and the observations of the teaching and learning activities in the classroom.

The rubrics of the students' speaking performances were used to assess the students' speaking ability in the pre-test and post-test. These tests were to measure the improvement of the students' speaking skills. The two tests were in the forms of simple dialogues and the tests in the pre-test and that of the post-test had the same level of difficulties. The rubrics were focused on four aspects, namely fluency, accuracy, vocabulary, and pronunciation. The researcher adapted them from a speaking rubric proposed by J. Michael O' Malley and Pierce L. Veldez that is cited in Nurjannah (2013: 122) that is scaled 1 to 4 of which every score has a different indicator; the higher the score, the more complicated the indicator will be and vice versa.

Meanwhile, the observation and interview guidelines were used in the reconnaissance and the observation during the implementation of the actions. In the reconnaissance step, the observation guideline was used to find out the existing problems. In the action step, the observation guidelines were used to see the implementation of the actions. It covered the instruments of the lesson, the learning and teaching process, and the class situation. These three main parts

covered some sections. The instruments of the lesson included the lesson plans and the syllabus. The pre-teaching, whilst-teaching, and the post teaching were the parts of the learning and teaching process. The class situation was needed to observe since it was also one of the things to improve in this research. The class situation was related to the students' enthusiasm, involvement, understanding, and the students' responses towards the techniques and activities used by the researcher and so forth. The result of the observation during the research was also in the form of field notes.

3. Research Validity and Reliability

According to Anderson et al. in Burns (1999: 161-162), there are five validity criteria that need to be fulfilled to get the valid qualitative data in an action research study. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity can be fulfilled by having discussion with the collaborators. The discussions were not only done in the beginning of the cycle, but also during the research. The collaborators were given chances to give ideas, comments, and suggestions towards the research. The progress of the research could be found through the continuous discussion. At the end of every cycle, some discussions were held to evaluate the action had been implemented and to plan the actions in the next cycle.

The outcome validity is related to the notion of actions leading to the result that are successful within the research context. To fulfill this validity, the

researcher formulated some indicators that measure the improvement of the students' speaking skills.

The catalytic validity is related to the extent to which the researcher allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. Within the process in this research, we have chances to learn more about the realities in the English learning and teaching process. This research involved the researcher who was related to the English teaching and learning process. Also, it included the English teacher as the observer and two collaborators as the people who monitored the research process.

The process validity is related to the criterion to make the action research believable. To gain this validity, the collaborator, as the observer, collected the data by observing and video-clipping, taking photograph and field notes during the research. The notes were about anything that happened in the learning and teaching process.

The dialogic validity is the process of peer review that is commonly used in the academic research. This validity could be fulfilled by discussing the research findings with the collaborators. The members of the discussion had the same opportunity to express their opinions and gave suggestions for the sake of the improvement of the research.

Besides, to enhance the trustworthiness of the data and to reduce subjectivity in analyzing the data, the researcher applied triangulation data. Burns (1999: 163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'.

In addition, in order to ensure the reliability, the researcher took the scores of the students' speaking performance. Besides, she also analyzed the data that are in the form of interview transcripts and field notes to get the same results. To obtain the data about the learning and teaching process, the researcher interviewed the collaborators, observed the learning and teaching process, and interviewed the students after the class.

To assess the quantitative data, to get the reliable scores, the researcher applied inter-rater reliability where two parties, in this case the researcher and the collaborators, took the scores of the students' speaking performances. Then, the researcher correlated the total scores taken by her collaborator and that of taken by her using Microsoft Office Excel 2007 to get the Pearson's coefficient correlation (r). In addition, the ultimate scores of every student were resulted by adding the scores from the researcher and that of from the collaborators.

4. Data Collection Techniques

The data in this research study were obtained from the instruments. The data needed were the speaking scores, opinions, obstacles, and expectations of the implementation of the actions gained from the research members. The data were collected through the class observations, documentation of the students' speaking tests, and the interview with the research members.

The data collection techniques being used were qualitative through interviewing some of the member of schools and observation. In the beginning of the research, the researcher did personal interviews to the principal to find out the

main language skills needed to improve. By doing so, the researcher knew that the speaking skills of the students at the school were low, so the researcher decided to conduct a research of which aim is to improve the speaking skills. The researcher also interviewed the English teacher. Besides, to get the whole picture of the class, she joined the class and saw the learning and teaching process being run. The problems identified were then discussed with the English teacher to find the solution.

The interviews, observations and the discussions were done not only in the beginning of the research, but also in the process of the research itself to identify and monitor the improvement of the speaking ability of the students after the implementation of the planned action, that in this research was the use of information-gap activities to improve the speaking skills. The interviews with the students in the class done after the implementation of the actions to know how their feelings towards the actions implemented were and whether the actions helped them to improve their speaking skills. The interviews done in English and Indonesian language and were recorded. Then, at the end of the technique implementation, the researcher conducted a speaking test.

5. Data Analysis Techniques

Basically, the data used in this study were categorized into two types: quantitative and qualitative data. The researcher assessed the students' speaking skills based on the speaking rubrics that were firstly consulted with the English teacher. The rubrics were used twice, in the pre-test and in the post-test. The

results of the students' speaking performances were analyzed to find out the means, medians, modes, and the standard deviations of the students' speaking performances. Then, the researcher also used the ideal mean and the ideal standard deviation to determine whether there was improvement on the students' speaking skills. Besides, she also did a t-test to investigate the improvement.

Meanwhile, the qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994). It was done through these steps: data collection, data reduction, data display, and conclusion. The first step was done by collecting all the data such as the interview transcripts and field notes. In the second step, the researcher selected then limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. In the data display, the data that had been reduced then organized and compressed. The data display of this research is in the form of texts, field notes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' speaking performances, field notes, and interview transcripts. In making conclusion, the researcher collaborated with the collaborators to obtain the valid findings.

E. Research Procedures

Using the model of Kemmis and McTaggart (1988) in Burns (2010: 10-11), this study consisted of two cycles; each consisted of reconnaissance, planning, acting and observing, and reflecting. The detail of the cycle I can be drawn as follows.

1. Reconnaissance

As it stated in other part of this writing, the researcher carried out the research collaboratively with the English teacher and two colleagues as the collaborators in the school. In this step, the researcher found out the data about the students' speaking skills. The researcher also observed the English learning and teaching process to get the pre-test scores. Besides, the researcher interviewed the English teacher and the students to identify the existing problem on the students' speaking skills. After that, together with the teacher, the researcher planned some actions related to the problems on the students' speaking skills.

2. Plan

After doing the observations in the reconnaissance step, the researcher then made some plans to choose the actions that were feasible to be implemented in the field. In planning the action, the researcher worked with the collaborators. The actions were aimed at improving the speaking skills. The actions planned were using information-gap activities.

3. Action and Observation of the Actions

The researcher taught the class while the collaborators took notes, filled the observation checklist, took photographs and recorded videos in the backside of the class to observe the students' reactions and behaviours during the process. Although the English teacher could not always come to the class, she monitored the teaching and learning activities by looking at the videos taken by the

collaborators. The researcher then interviewed her to get her opinions about her teaching. The actions in this cycle were done in three meetings.

4. Reflection

A reflection was made at the end of the cycle to know how well the action worked in solving the problems in the field. Besides by conducting a post-test, it was also done by interviewing the students, the teacher, and the collaborators about their responses to the actions. The reflection was used to find out the successful and the unsuccessful actions in solving the problem. The cycle continued until it met its purpose, namely improving the students' speaking skills. The results of the reflection were used to decide whether the cycle would be continued or not. There were two cycles in this research; the successful actions in Cycle I were reapplied in the next cycle, but those which were unsuccessful were changed or improved into the more suitable ones.

The successful actions were pronunciation and expression drills and practices of the dialog. These activities supported the improvement of the students' speaking skills. Therefore, the researcher continued using these activities in her class.

5. Revised Plan

At the end of Cycle I, the researcher found that some problems occurred and that her research did not meet the objective yet. Therefore, another cycle was needed to be conducted. She then looked at the actions she had done and revised

them. Then, she applied the same technique, using information-gap activities, with some modifications. She provided activities which attracted the students' interests. Besides, she also asked the help of the English teacher.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND DISCUSSION

A. Research Process

In this part, the researcher presents the steps of the research, which are reconnaissance and the reports of Cycle I and II which are divided into the planning, actions and reflections.

1. Reconnaissance

The reconnaissance step was done at the beginning of the research. It was consisted of interviewing the principals to find out the graduates' skills to improve, interviewing the English teacher of X KR 4 to find out the problems in the teaching and learning process, doing some observations in the target class to get the whole figures of the English teaching and learning process, and re-interviewing the English teacher and the students to confirm the data gained from the observations. Then, since the students were in XI KR 4 when the research was conducted, the researcher also interviewed the English teacher of XI KR 4, who was different from the X KR 4's English teacher. The students were 31 ex-KR 4 students plus an upper class student who was not promoted. A speaking pre-test to measure the students' speaking skills was then conducted at the beginning of Cycle I.

After that, the researcher identified and selected the problems to overcome. Finally, the researcher planned some actions that would be

implemented to overcome them. Then, she discussed with the collaborators. Before applying them in her class, she consulted them to the English teacher. Getting the permission, she applied them in her class.

During the implementation, a collaborator and the English teacher observed the situation in the class. It was done to know the students' responses and to analyze whether the actions were suitable to overcome the problems. Besides, in the pre-test and post-test takings, the collaborators also took part in assessing the students to avoid the subjectivity.

The actions were conducted in two cycles with five meetings in Cycle I and with four meetings in Cycle II. The two cycles were identified by the different treatment. In Cycle I, the information-gap activities were conducted in the production phase of the teaching and learning process while in the Cycle II, the actions were done in the beginning of the process and in the middle of it. After the discussions with the collaborators, the change was done since in the Cycle I when the researcher implemented the information-gap activities, some students skipped the class. They might think that the activities were not a part of the lesson.

In the last phase, reflections were done after each meeting; the researcher and the collaborator interviewed the students about the day's teaching and learning process, and then they discussed the day's performances and planned the actions to be implemented in the next meeting. The researcher also interviewed the English teacher to evaluate the actions and to solve the problems appeared in the class. The details of the reconnaissance step are explained below.

a. Identification of the Problems

The findings of the field problems were based on the observations and the results of the interviews. Before conducting the research, the researcher interviewed the principals of the school to get a common picture of the graduates' English skills.

February 16th, 2013

Setting : the Principal's Office, before the 1st break

R : the Researcher

P : the Principal

R : *Oh iya, Pak. Menurut pengamatan Bapak, dari keempat skills bahasa Inggris, skills yang mana yang perlu lebih ditingkatkan? (In your opinion, which skills are needed to be improved more?)*

P : *Oh, yang speaking, reading itu ya? (You mean the skills like speaking and reading?)*

R : *Nggeh, Pak. Speaking, reading, listening, writing. (Yes, Sir.)*

P : *Speaking sepertinya. Anak-anak bisa mengerjakan soal ujian, tapi untuk praktek berbicaranya masih jarang. (It seems that speaking is the one needed to be improved; the students could do the written test well, but they rarely practiced speaking.)*

R : *Oh, iya, Pak. Kebetulan saya kemarin juga mengajukan proposal tentang Improving Speaking Skills through Information-Gap Activities. Jadi nanti siswa banyak praktek speaking, begitu Pak. Sasarannya kelas X supaya lebih dini persiapannya. (It's good since to be honest, I proposed a thesis proposal entitled "Improving Speaking Skills through Information-Gap Activities". It is planned to give more chances to the students to practice their speaking. The subjects of the research will be the grade X students in order to prepare them earlier.)*

P : *Iya, itu bagus. Karena anak-anak kan perlu kemampuan itu juga, untuk melamar kerja, misalnya. (It's good. Mastering the speaking skills will be a benefit for them, in applying for a job, for example.) (See Appendix M: 197.)*

Getting the permission from the principals, the researcher then was given a class of which students would be the subjects of the research. It was X KR 4, of which the members of the class were 36 male students. She then conducted two observations in order to get the common pictures of the English teaching and learning process. The observations were done on February 16th, 2013 and on February 23rd, 2013. The situations of the English teaching and learning process can be seen from the following field note.

The English teacher and the researcher entered the class. The teacher greeted the students. “*Assalamu’alaikum*”, said the teacher. “*Wa’alaikumussalam*”, the students answered loudly. “How’s life?” “Fine”, some students answered, while others were still busy with their own business. He warned the students who were busy talking with their friends. He called the roll and the students responded positively. There were thirty four students that day, two students were absent. Then he wrote the task for next week on the blackboard, which was to memorize at least thirty irregular verbs.

The theme was ‘Expressing Regret’ which had been discussed since the previous meeting. The teacher used a module written by the teaching team of the school. All students had the modules with them.

Then, the class discussed a new theme that was ‘Asking for and Giving Permission’. Indonesian language was used mostly during the teaching and learning process. The teacher wrote new vocabulary on the blackboard and asked the students to write them on their notebooks. He then translated the words.

After the break, the teacher asked the students to open their dictionaries to look for some vocabularies. He then asked those who did not bring it to come to the front of the class and punished them physically. It was almost half of the class did push-ups in front of the class. Then, he reminded the students that they need to bring dictionaries with them in his classes.

The students opened their modules and read the conversation after the teacher. After that, they worked in pairs and made two conversation scripts based on the instructions from the teacher. Some pairs performed great performances while some others could not improve their ideas yet. Each pair practiced it in front of the class for about fifteen minutes. Some pairs performed confidently while some others looked hesitant in pronouncing some words. They also made some mispronunciations. The teacher did the correction to the students’ mispronunciations and the students corrected their pronunciations after the teacher showed them. They were discussing a new topic that was ‘Command and Request’

when the bell rang. The teacher asked the researcher to use his class for the first hour on the next meeting. (Field note of the 1st observation, February 16th, 2013: See Appendix K: 182.)

The field note indicates that the students liked to have pairs or group activities. However, most of them used Indonesian language even to express simple expressions because they were not confident enough to speak English. When the teacher corrected their pronunciations, the students repeated after the teacher immediately. Besides, when they found new words or expressions, they liked to write it down on their notebooks. It was good that the teacher tried to train the students to consult the dictionaries when they found new words. However, some students did not understand how important consulting the dictionary in learning a language is. Therefore, they found it hard to bring dictionary.

In the class, the English teacher told the researcher that the students were divided themselves into two: those who really wanted to learn English and those who only wanted to attend the class. The extract below shows his explanation.

February 16th, 2013

Setting : inside the class (room 116), during the English class

R : the researcher

ET : the English teacher (Pak Sais)

ET : *Oh, iya Mbak. Yang duduk di depan itu yang pada niat belajar Mbak, kalo yang rame biasanya pilih duduk di belakang soalnya takut kalo tak pukul pas rame. Makanya saya muter, biar yang di belakang juga dapet perhatian. Kalo guru cuma di depan nanti dikiranya cuma perhatian sama yang pinter-pinter.* (For your information, those sitting in the front lines are highly-motivated students while those sit in the back of the class are low-motivated students since they are afraid of being punished by me if they made noises during the class.

Therefore, I walked around the class to give attention to the students sitting in the back of the class. If I stay in front of the class all the day long, they would think that I only take care of the smart students.) (See Appendix M: 198.)

The extract shows that the English teacher tried to give equal attentions to his students by walking around the class and being a facilitator to whom the students could ask whenever they found difficulties in accomplishing the tasks. He did not only take care of particular students. He also built a good rapport with the students.

Another observation was also done to gather more data in reconnaissance steps. The result of the observations is shown in the following extract.

On that day, thirteen students were absent. The researcher asked a student why his friends were missing and he said that the condition had been happening lately during the English class. He explained that actually most of them did not like English subject and that they came just because they were afraid of the teacher.

The researcher proposed an information-gap activity which was guessing game. The class was divided into six big groups containing four to five students. The students sitting on the same column became one group. Then, a representative of each group drew a lottery on which a category was written. The researcher explained the rule of the game that they would stand in front of the class; one group at a time. They should stand in a line. The researcher would show a card containing a word belonged to the category the group selected before to the boy standing in the end of the line. Then, he drew the intended word and showed it to the person standing in front of him. The situation applied to all members of the group. Then, the person standing in the front had to tell the class what was the intended word.

The students did the activities enthusiastically; the group performed tried hard to draw the intended object in order to make the next person understand it well, the rest of the class laughed when a group failed in doing the mission. There should be no one talking during the activity but some of them broke the rule, maybe because the instruction was not clear. One group failed in the game

because a member did not know the intended word; which was ‘fork’. Two students came late so they did not join the activity.

After the break, the English teacher came and handled the class. The researcher then observed the class from the back seat. The students were to memorize the thirty irregular verbs in front of the teacher. The researcher helped the teacher in taking the score for the performances. Some students showed great performances while some others could not pronounce some words properly; they pronounced the words as they were written.

The researcher reminded them and some of them corrected their pronunciation while some other did not care of it. They said, “*Yo ben tho Mbak, sik penting telung puluh tho* (I don’t care, Miss. The point is that I can memorize the thirty words, isn’t it)?” said one student. The researcher told him that it was not, but he did not care. After the performance, the teacher did not give feedback on the students’ performances since the bell has rung. (Field note of the 2nd observation, February 23rd, 2013: See Appendix K: 182-183.)

During the students’ performances in the application of the information-gap activities, the researcher concluded that the students liked the activities which required them to work with their friends. They had a high competitive spirit; they tried hard to make their group win and beat other groups.

Besides, the researcher can say that the memory of some students were good since they could memorize the thirty irregular verbs well. Only some of them found it difficult to memorize. However, they still tried their best to do the performances by presenting the verbs in some instalments. Here, the researcher concluded that although the students liked to make noises and were easily getting distracted during the class, they tried their best in accomplishing their tasks. The following extract shows the English teacher’s explanation about the English proficiency of the students.

February 23rd, 2013

Setting : inside the teachers' room, during the 2nd break

R : the Researcher

ET : the English teacher

R : *Bagaimana kemampuan bahasa Inggris siswa X KR 4 Pak? (What can you say about the English proficiency of the students, Sir?)*

ET : *Pada dasarnya mereka itu pinter-pinter Mbak, karena kan masuknya pakai tes. Tapi ada beberapa anak yang KMS itu lho Mbak, jadi diterima di sini tanpa tes, asal masih ada kuota. (Basically they are smart students since they can pass the test. However, there are some students who use KMS cards to apply to the school so we do not test them and they are accepted in the divisions that they want as long as the maximum number has not reached yet.) (See Appendix M: 199.)*

On the other occasion, the researcher interviewed the English teacher of X KR 4 to confirm the data gained from the observations. The results of the interview are shown by the following transcript.

February 23rd, 2013

Setting : inside the teachers' room, during the 2nd break

R : the researcher

ET : the English teacher

R : *Menurut Bapak, kegiatan speaking yang seperti apa yang bisa memotivasi siswa untuk berbicara bahasa Inggris? (In your opinion, what kind of speaking activities can motivate the students to speak English?)*

ET : *Ya yang banyak praktek speaking Mbak, jadi siswa terbiasa ngomong bahasa Inggris. Dibawa santai Mbak, soalnya anak-anak sukanya main-main. (Provide more speaking practices. However, it's better not to make them too serious because they like learning in not too serious ways.)*

R : *Apakah information-gap activities sudah pernah digunakan untuk mengajar bahasa Inggris di kelas? (Did you ever use information-gap activities in your class?)*

ET : *Kayaknya udah Mbak, udah pernah. Kayak game gitu tho? (I think I ever used it. How is it? Is it like games?)*

- R : *Iya Pak. Satu orang punya informasi yang dibutuhkan orang lain, jadi mereka bekerja sama untuk melengkapi informasi yang mereka miliki. Saya pikir kegiatan semacam itu bagus untuk melatih speaking siswa.* (Yes, Sir. The point of the activities is that one student has the information that the other student needed and vice versa, and therefore they will join forces to complete the information that they have. I believe those activities will be good to train the students' speaking skills.) (See Appendix M: 198-199.)
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During the observations, some interviews were also done with the students. Based on the interviews, the researcher knew that some students did not like English and therefore they did not enjoy English class.

The 2nd observation, February 23rd, 2013

Setting : inside the class (room 116), before the class

R : the Researcher

S17 : Student 17

- R : *Lho, kok banyak kursi kosong Dek?* (Why are there so many empty seats today?)
- S17 : *Iya Mbak, pada mbolos.* (They skip the class, Miss.)
- R : *Berapa yang nggak masuk?* (How many students are missing?)
- S17 : *Tiga belas Mbak.* (Thirteen, Miss.)
- R : *Wah, biasanya emang gini po?* (Wow. Has it always been like this?)
- S17 : *Akhir-akhir ini jadi sering Mbak. Cuma akhir-akhir ini aja.* (It becomes a common situation lately, Miss. It happens lately.)
- R : *Cuma kelas bahasa Inggris atau semua pelajaran kayak gini?* (Does it only happen in English class or in other classes too?)
- S17 : *Cuma kelas bahasa Inggris dan cuma akhir-akhir ini Mbak.* (Only in English class and only happens lately, Miss.)
- R : *Kenapa e?* (Wow, why is that?)
- S17 : *Bosen Mbak. Pada nggak suka bahasa Inggris. Ini pada berangkat karena takut sama gurunya.* (We are bored, Miss. We don't like English. We are here because we are afraid of the teacher.) (See Appendix M: 200.)
-

Based on the observations and interviews, the researcher and the English teacher identified some problems arose during the English teaching and learning process in X KR 4. First, the teacher did not train the students with good pronunciation. It made the students not confident to speak English because they were afraid if they would make mistakes during the performances. Second, some students were not eager to learn English because they did not know the objective of the lesson. Some of them came to school and joined the class because they were afraid of the teacher. During the observations, the researcher herself saw that the teacher often punished the students physically, e.g. by asking them to do 30 times push-ups in front of the class when they did not bring dictionaries. He also jokingly hit them with the module when they were noisy and when they could not answer his questions. The teacher explained to the researcher that it was common case in SMKs because it was the way the students and the teacher got closer.

Third, some students did not realize the importance of consulting the dictionaries whenever they found new words, otherwise they could guess the meaning from the contexts. In addition, the students were active students; they liked it when the tasks required them to move and speak with their classmates. However, most of them used Indonesian language or Javanese in the English class and the teacher rarely warn them to use English. The students found it difficult to speak in English because they were not accustomed to do so during the English class. The following table shows the problems.

Table 4: Problems in the English Teaching and Learning Process of X KR 4 at SMK Negeri 3 Yogyakarta

No.	Categories	Problems
1.	The approach	The approach was teacher-centered.
2.	The students' confidence	The students were not confident to speak English.
3.	The process of teaching speaking	The teacher did not do any pronunciation drills.
4.	The students' willingness to speak English	The students used Indonesian language or Javanese during the English class.
5.	The students' comprehension	The students memorized the dialogues instead of understood the contents.
6.	The students' attitude towards the lesson	Some students did not pay attention to the objective of the lesson; all they thought was completing the tasks.
7.	The activities to improve the students' speaking skills	There were no many speaking activities in the English class.
8.	The class' routines	The class did not do a reflection at the end of the class.

b. Selection of the Problems Based on the Urgency Level

This research aimed at improving the students' speaking skills. Therefore, the researcher decided to deal with the field problems related to speaking aspects. In deciding the problems to solve, the researcher applied the democratic validity by having discussions with the English teachers and the collaborators to overcome the problems and find the solutions that would be applied in her class. The selected problems are:

- 1) The students were rich of vocabulary, but did not have enough chances to practice their speaking.
- 2) The students rarely expressed their idea in English.
- 3) The approach of the teaching and learning was teacher-centered.
- 4) The teacher did not do any pronunciation drill.

- 5) There were no many speaking activities in the English class.

c. Determination of the Actions to Overcome the Selected Problems

Based on the selected problems to overcome, the English teacher and the researcher agreed to do the following actions to improve the students' speaking skills.

- 1) The clear explanations of the objectives of the lesson were given when the teacher introduce a new topic to grab the students' interests in joining the lesson,
- 2) Classroom English were used to stimulate the students' to speak English,
- 3) Pronunciation drills were done before the speaking activities to improve the students' pronunciation,
- 4) The tasks focusing on grammar were given to develop the students' mastery of grammar,
- 5) Some comprehension questions were given to check the students' understanding,

The following table shows the determined actions to solve the problems.

Table 5: Determined Actions to Solve the Problems of the English Speaking Teaching and Learning Process in X KR 4 at SMK Negeri 3 Yogyakarta

No.	Problems	Problems Solving
1.	The students were rich of vocabulary, but did not have enough chances to practice their speaking.	The Ss got more chances to speak by the applications of the information-gap activities.
2.	The students rarely expressed their ideas in English because they were afraid of making mistakes.	The Ss got more exposure from the researcher.

continued

continued

3.	The approach of the teaching and learning was teacher-centered.	The approach of the teaching and learning was learner-centered.
4.	The teacher did not train the students with good pronunciation.	The Ss did pronunciation drills in the spoken cycle.
5.	There were no many speaking activities in the English class.	The Ss did the information-gap activities which facilitated them to practice their speaking.

To know the students' speaking skills before the implementation of the actions, the researcher conducted writing and speaking pre-tests. Their writings were analyzed to know the students' accuracy or grammatical competence. Their speaking performances were scored based on a speaking scoring rubric. The scores are shown below.


Table 6: The Students' Speaking Scores in the Pre-test

No.	Names	Score
1	Student 1	16
2	Student 2	11
3	Student 3	17
4	Student 4	20
5	Student 5	-
6	Student 6	13
7	Student 7	20
8	Student 8	16
9	Student 9	-
10	Student 10	14
11	Student 11	23
12	Student 12	19
13	Student 13	20
14	Student 14	25
15	Student 15	12
16	Student 16	17
17	Student 17	14
18	Student 18	14
19	Student 19	21
20	Student 20	-
21	Student 21	24

continued

continued

22	Student 22	20
23	Student 23	21
24	Student 24	12
25	Student 25	20
26	Student 26	21
27	Student 27	-
28	Student 28	11
29	Student 29	18
30	Student 30	14
31	Student 31	21
32	Student 32	22

 = excluded

Two students (Student 9 and Student 27) were excluded because they did not join the test. Two other students (Student 5 and Student 20) were excluded because their performances were not captured well so the raters could not take their scores, while the two other students (Student 23 and Student 24) were excluded because they did not join the post-test. The scores were analyzed using O’Gara’s model (2008) that is cited in Burns (2010: 129). The results are presented as follows.

Mean = 17.81

Median = 14.5

Mode = 20

Standard deviation = 4.03

From the speaking rubrics, the researcher found that the ideal mean score was 18 and the ideal standard deviation was 6. In fact, the students’ mean score was 17.81. It was still lower than the ideal mean score. It means that the students’ speaking skills were needed to be improved. Besides, the standard deviation was 4.03. It was still lower than the ideal standard deviation. It means that their

achievement was homogeneous. Some students had understood the materials well. However, some students found it difficult to speak in English.

Analyzing the results, the English teacher and the researcher then discussed the crucial problems to solve. After that, they discussed the way to solve the problems. At that time, the researcher proposed information-gap activities and the English teacher agreed.

2. Cycle I and Cycle II

a. Reports of Cycle I

1) Planning

After the discussions with the English teacher and the collaborator, the researcher applied information-gap activities to improve the students' speaking skills. Based on the discussions, the technique was applied in the Cycle I as the follows.

a) First and Second Meetings

Getting the pre-test scores on the previous meeting, the researcher then started discussing the materials on the first meeting. The topic of the day was job descriptions. The materials were in form of spoken and written materials. There, the students were expected to be familiar with various occupations and its job descriptions. Understanding his job descriptions is important for an applicant since questions about it is frequently asked in a job interview.

In the presentation phase, the students did a task concerning on knowing various occupations and its job descriptions. Besides, they also did a

pronunciation drill to build their accuracy. Then, in the practice phase, the students listened to a recording to check their understanding of the messages of the conversation. Later on, in production phase, the students did an information-gap activity in form of guessing game called '20 Questions'. The instruction was as follows. The researcher provided some papers where an occupation was written on each of them. A student came to front, drew a lottery on which an occupation was written. Then, the rest of the class needed to guess the intended job by asking yes/no questions. The activity would be used as the application of the grammar they learnt in the previous phase.

b) Third Meeting

After learning the job descriptions, the students were planned to discuss educational background. Questions about educational background are also frequently asked in a job interview. First, they acted out a conversation about educational background in pairs. Then, they were to answer some comprehension questions following. As usual, a pronunciation drill was done. Then, the students read a text entitled 'Apprenticeship' and answered the questions that follow. Then, in the production phase, the students were planned to do an information-gap activity called 'Three Words'. First, the students were to write three words describing themselves in the provided papers. The words could be either their strengths or weaknesses. Then, they put it in a box. A student came to front, drew a lottery and read the three words written on it. The rest of the class was to guess the one being described.

2) Actions and Observations

The actions of Cycle I were carried out in three meetings on September 14th, 18th, and 20th, 2013. The schedule of Cycle I can be seen in the table below.

Table 7: The Schedule of Cycle I

Meeting	Day and Date	Time	Material, IGA
1	Saturday, September 14 th , 2013	2x45 minutes (12:15 p.m. – 01:45 p.m.)	Job descriptions (listening) IGA: 20 Questions
2	Wednesday, September 18 th , 2013	1x45 minutes (12:15 p.m. – 01:00 p.m.)	Job descriptions (listening)
3	Friday, September 20 th , 2013	2x30 minutes (12:45 p.m. – 13:45 p.m.)	Job descriptions (writing)

During the implementation of the actions, the researcher became the teacher while the English teacher, as a collaborator, and one other collaborator became the observers. The two collaborators sat in the back of the class, and the collaborator did field-noting and video-clipping while observing. The two collaborators then discussed with the researcher after the class. The field notes taken by the collaborator describe the process of the implementation of the actions in the English teaching and learning process. The detail of the process can be seen in the following explanations.

a) First Meeting

The first meeting was held on Saturday, September 14th, 2013. The researcher came to the class with a collaborator. The researcher then handled the class while the collaborator sat at the back row and took a field note and recorded the activities.

A new topic was issued; job descriptions. After leading the prayer, the researcher greeted the students then asked their conditions, “How are you?” The students replied, “Yes.” The researcher corrected the students’ response. The students were so noisy that the researcher warned them that they were allowed to make noise but they must speak English. The interaction is captured in the following field notes.

“Okay, listen. From now on, you are allowed to make any noises but you must say it in English. Okay?” The class was silent for a moment. After some minutes passed, a student shouted “Go home... Go home”, but the researcher only gave him a smile as the answer. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 183.)

The researcher called the roll and asked the students’ readiness. Some students were busy with their activities; one of them seemed sleeping. She needed to keep reminding them to get engaged in the class activities. The following field note captures the situation.

After that, the researcher explained the activities that day, but the students did not pay attention to her, so she said, “Hello” “Hi”, the students replied. “Are you with me?” she asked. “Yes”, replied the students. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 184.)

To grab the students' attention and to build their background knowledge of the topic, the researcher showed a picture of a mechanic repairing a car's engine to the class. The following field note and figure show the situation.

She asked, "Can you see this? This is a...?" "Mechanic", the students answered confidently. The picture grabbed the students' attention since the occupation was the students' future job. It was presented in a paper because there was no LCD in the class. Some questions about the picture were asked and the students could answer them well since they were familiar with the occupation. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 184.)



Figure 4: The students look at the picture and answer the questions orally.

Before going deeper into the discussion of the materials, she also asked the occupations of the students' fathers. It seemed to her that the students were not familiar with the expression of "What is ...?" It is shown in the following field note.

“What is your father?” “Paidì” a student mentioned his father’s name, followed by the others. The researcher laughed and wrote the expression on the whiteboard. Then, she explained that she did not ask his father’s name. She also wrote “Who is your father?” on the board and asked the students to compare the two expressions. She then explained that the second expression is used to ask one’s name while the first one is used to ask one’s occupation. “Oh...” the students got the point and laughed. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 184.)

The researcher then started the discussions of the materials on the handout. First she asked a student to read the instruction, and then she guided the students to understand the instruction by asking the meaning of some words. Some students did not know the words so she asked them to prepare their dictionaries. However, most of them did not bring theirs. They claimed that they did not find any difficulties in understanding the new words. The interaction can be seen from the following field note.

“*Kalau nggak bawa kamus bisa mengartikan kata-katanya po* (Could you understand the texts without consulting your dictionary)?” “Yes”, shouted them. “Are you sure?” “Yes”, they answered enthusiastically, but the researcher said that she believed it was a lie and the students laughed. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 184.)

The students then did a pronunciation drill enthusiastically. When they mispronounced the words, the researcher did the correction. The researcher also

helped them by writing the phonetic transcriptions on the whiteboard and showed the syllable to stress. Some of the students eagerly repeated after her.

Finishing the drill, the students accomplished the tasks in pairs. The researcher walked around the class to help those who found difficulties in completing the tasks. Five minutes passed and the class then discussed the tasks. Some students seemed bored; one of them played a song from his hand phone.

The students then did another pronunciation drill on the words that they would find in the listening section. The researcher explained how to pronounce /θ/ in *thank you*, *thing*, and *think*. She wrote ‘birthday’ on the whiteboard and asked some students to pronounce it. All of them pronounced ‘birth’ as /bɜ:d/. The researcher corrected their pronunciation by writing ‘bird’ and asked them to differentiate the pronunciation of the two words. The situation can be seen from the following extract.

She said, “Put your tongue between your teeth, /'bɜ:θdeɪ/”. “/'bɜ:θdeɪ/ to you...” and they sang happy birthday song together and clapped their hands. The researcher and the collaborator were so surprised that they could not help smiling. (Field note of the 1st meeting, September 14th, 2013: See Appendix K: 185.)

The class then listened to the recordings but they could not listen to it clearly since the sound was not loud enough. Therefore, the researcher allowed them to come forward in order to be able to listen to it. The class became more conducive and the students were calmer.

There were 15 minutes to go and the students were prepared to do an information-gap activity called '20 Questions'. The instruction was as follows. A student came to the front and drew a lottery from the box. The paper he drew had an occupation written on it. The student was not allowed to say any word. He kept silent while the class guessed the occupation by asking yes/no questions about job descriptions. The maximum questions were 20 for every occupation. It aimed at giving the students chance to recall the occupations they had learnt.

Before doing the activities, the researcher explained the instruction and drilled them the yes/no questions which would be used in the activity. To boost the students' motivation, the researcher stated that whoever could guess the words correctly could go home immediately. The researcher could not handle the class well so some students skipped the class without doing the activities. However, some others were so enthusiastic that they stayed in the class and join the activities although they were successful in guessing the words. When the bell rang, there were about ten students remained in the class.

b) Second Meeting

The English teacher and the researcher entered the class right after the bell rang. After giving the information to the students, the English teacher permitted the researcher to take her time. The following figure shows that there were so many empty seats that day.



Figure 5: **There are so many empty seats in the class.**

Seventeen students were missing that day. The students who stayed in the class informed the researcher about it. Their talks can be seen in the following field note.

Nine students were in the classroom; doing their business. The researcher greeted them and they told her that fifteen students were absent without giving permission letters. Two students excused themselves because they needed to prepare themselves for the students exchange. "*Banyak yang nggak berangkat Mbak* (Many students are absent, Miss)", a student said. "*Lima mbolos Mbak* (Five of them skipped the class, Miss)", other student added. "*Nek karo sing ra mangkat dadi limolas yo* (It is fifteen, those who did not attend the class from the morning included)." "*Iyo. Jadi lima belas Mbak yang nggak berangkat* (You are right. It is fifteen in total, Miss)", the students kept reporting when the researcher was preparing for the class. "*Iya, tadi saya juga ketemu yang mbolos berlima. Tak tegur malah tetep pulang. Udah nggak papa, malahane, nggak rame tho kelasnya* (I met the five students on my way a while ago. I warned them but they kept leaving. Just let it be. I think it's good to have us here. The class is not as noisy as usual, is it)?" the researcher answered. "*Mbak, yang pulang tadi yang pinter-pinter lho Mbak, ini yang di sini yang nakal-nakal lho Mbak* (You know, those skipped the class are the nice students, Miss, while the ones staying here are the bad ones)", the first student said. "*Mosok* (Oh, really)?" the researcher replied. (Field note of the 2nd meeting, September 18th, 2013: See Appendix K: 186.)

The class started when the researcher finished preparing the equipment. She greeted the students and led a prayer. A student was not ready for the class, therefore she warned him. The interaction is captured in the following field note.

A student was busy with his hand phone so the researcher warned him by saying, “Please keep your hand phone.” “Yes”, a student answered while the person kept doing something with his hand phone. “Keep your hand phone”, the researcher replied because it seemed that the student did not understand what the researcher wanted to say. “Hand phone”, a student repeated after the researcher. “*Hapenya dimasukkan dulu* (Please keep your hand phone)”, finally, the researcher translated into Indonesian language. (Field note of the 2nd meeting, September 18th, 2013: See Appendix K: 186.)

The class moved into the handout and the researcher said that they would redo the speaking activities. The students were thankful that the researcher brought her speakers to the class. Here is the interaction captured.

“*Melanjutkan ini yang kemarin. Kan kemarin kan listeningnya tidak terlalu jelas* (Let’s continue our discussion. The listening was not so clear back then)”, the researcher translated into Indonesian language. “*Iya* (Yes?)”, a student responded. The researcher continued, “*Sekarang udah tak bawain speaker* (Today I bring my own speakers)”. A student replied, “Uh-huh?” “*Makasih... Makasih Kakak* (Thank you, Miss)”, another student replied. “*Nanti yang salah dibetulkan* (Please make a correction on your works)”, the researcher kept giving the instruction. (Field note of the 2nd meeting, September 18th, 2013: See Appendix K: 186-187.)

Then the researcher called out the students' names to give their worksheets back. The students came forward and took theirs. The class then discussed Task 4.

The researcher checked whether the students found any new words and then they discussed the words by translating them into Indonesian language. She then guided the students to differentiate the use of boring and bored. In the middle of the discussion, three students came and the class became noisy. The researcher asked their readiness to join the class. Then, the discussion and the pronunciation drills continued. The researcher reminded the students about the way /θ/ is pronounced.

Two more students came, so the class was lively. Then, the students did listening activities. The recording could be heard clearly that time and the students found it easy to understand what the people in the conversations said. To check their listening comprehension, the recording was paused and the questions asked. The students could answer it well and looked satisfied with their capability in understanding the message of the conversation. In the middle of the discussion, the bell rang and everyone in the class was silent and looked confused since there should be 45 minutes to go. Then, a student said that it might be because the teacher would have a meeting so the class dismissed earlier. The discussion stopped then. The researcher re-checked the students' attendance and then dismissed the class.

c) Third Meeting

A collaborator and the researcher came to the class at 1:00 p.m. The collaborator went to the back row to take the video and field notes, while the researcher started the class by leading a prayer. Then, she returned the students' pre-test sheets. She also gave the papers of the students who were absent on the previous meeting.

The students then looked at Task 7, which was still discussing job descriptions. They were so noisy. The researcher tried hard to make the environment more conducive. The following extract shows the situation.

“Okay, hello class”, she shouted. “Hello”, some of them answered. “Let’s see Task 7. Hello”, she shouted because some students kept talking loudly. “Hi”, more students responded to her. They were so noisy; the researcher knocked the table to make them calmer but nobody listened to her so she shouted that they should go back to their seats. “Go back to your seat, go back to your seat”, she said. She waited until the students were ready and then she began the discussion. (Field note of the 3rd meeting, September 20th, 2013: See Appendix K: 187-188.)

Then, they moved to Task 8, which is to write the job descriptions based on the occupations. The researcher explained the instruction and gave an example on how to complete the task. Then, in pairs, the students discussed the answers in the 10 minutes given. The researcher asked whether they found any new words. She asked the class before she answered the questions. The interaction is captured in the following field note.

“Oke, ada yang belum tahu artinya (Alright. Do you have any questions)?” “Apa Mbak (Pardon)?” a student asked. “Ada yang belum tahu artinya dari Task 8 (Do you find new words on Task 8)?” “Greengrocer apa Mbak (What does ‘greengrocer’ mean, Miss)?” a student raised his hand and asked.” “Who knows greengrocer?” Nobody answered; they were busy discussing the task with their partners. “*Tukang sayuran* (The ones selling vegetables)”, answered the researcher. (Field note of the 3rd meeting, September 20th, 2013: See Appendix K: 188.)

In this meeting, the researcher started calling the students to make them realize that their teacher knows them in personal and that everybody in the class was important. They looked happy when the researcher called their names.

“*Mana pasanganmu* (Who’s your partner)? *Sama Yahya* (Yahya)?” She mentioned a student’s name. “*Weh, apal lho* (Wow, you can memorize our names)”, they looked happy when the researcher called their names. “*Apal dong* (Of course)” then she mentioned their names. They looked excited and asked whether the researcher knew their names. Fortunately, she knew the names of the students in that group. (Field note of the 3rd meeting, September 20th, 2013: See Appendix K: 188.)

Then, the researcher invited the students to write down their answers on the whiteboard. Surprisingly, the students were very excited. They showed their enthusiasm by queuing in front of the board. The following image illustrated the situation.



Figure 6: The students enthusiastically write their answers on the whiteboard.

Then, the students discussed the answers with the researcher. Some of them came forward and sat on the first and second rows and were actively engaged in the discussion. They did some corrections and completions. Here are the picture and the field note that capture the situation.

A student wrote “to repair electric”, so the researcher asked the class how the sentence should be written. “*Salah Mbak, salah* (It’s wrong, Miss)”, a student from the back row enthusiastically shouted. “To repair what?” “Electronic”, a student from the same line answered. “Electronic equipment”, the researcher clarified the answer. (Field note of the 3rd meeting, September 20th, 2013: See Appendix K: 188.)



Figure 7: The students and the researcher discuss the answers.

Finishing the discussion, the students prepared themselves to go home. While waiting for the students, the researcher asked what they had learnt since the first meeting. Some students misunderstood the questions and thought it was the last meeting. They thanked the researcher and said not to forget them once she is successful. The following field note captures the interaction.

“Hello, everybody. So, what did you get from our meetings?” “Yes”, a student answered. “*Terima kasih... Terima kasih...* (Thank you... Thank you...)” a student misunderstood the researcher’s question as a farewell. “Have a nice weekend”, a student said. “*Apa yang kalian dapatkan dari pertemuan pertama sampai sekarang* (What did you get from our meetings)?” “*Dapet banyak* (Many things)” “*Dapet pelajaran* (We get lessons)” “*Terima kasih Kakak* (Thank you, Miss)” “*Kalo sudah sukses jangan lupa Mbak* (Don’t forget us).” “*Besok datang lagi Mbak* (Please come back anytime, Miss).” (Field note of the 3rd meeting, September 20th, 2013: See Appendix K: 188.)

She then asked whether the students had any questions but they said that they did not have any. Then, the researcher led the prayer and dismissed the class.

3) Reflection and Findings

After conducting the actions in Cycle I, the collaborators and the researcher conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity. The discussions were conducted after the class dismissed. Some interviews with the students were also conducted. The following are the results of the reflections.

a) First Meeting

Some students were enthusiastic during the implementation of the 20 Questions. After the class, the researcher interviewed two students who remained in the class and looked happy with the activities. The following are the extracts of the interviews.

1st meeting of Cycle I, September 14th, 2013

Setting : inside the classroom (room 20), after the class

R : the Researcher

S32 : Student 32

R : What do you think about today's activity?

S32 : It's amazing.

R : Really?

S32 : Yes. Amazing.

R : Are you sure?

S32 : Sure.

R : Umm... *Tadi membosankan nggak?* (Was it boring?)

S32 : No.

R : Really?

S32 : Yes.

R : Were you sleepy?

S32 : No. (See Appendix M: 203.)

1st meeting of Cycle I, September 14th, 2013

Setting : inside the classroom (room 20), after the class

R : the Researcher

S6 : Student 6

R : Can you tell me about today's activities? *Tadi kegiatannya gimana?* (How were the activities?)

S6 : Yes, it's fun.

R : Fun?

S6 : Fun. *Yo opo yo? Yo fun sih.* (How do we say? Yes, it's fun.)

R : *Bagian mananya yang fun?* (Which activity?)

S6 : *Tebak-tebakan kae lho Mbak.* (The guessing activities, Miss.) (See Appendix M: 204.)

Besides applying information-gap activities, the teaching of listening skills was also done in her class. The listening activities were not successful since the voice was not loud enough to hear. There were no room speakers in the class. When the researcher played the recordings for the second time, some students came to the front and the class became not conducive. After the class, some students expressed their feelings regarding the condition as shown in the following extracts.

1st meeting of Cycle I, September 14th, 2013

Setting : inside the classroom (room 20), after the class

R : the Researcher

S16 : Student 16

R : What do you think? Is it boring?

S16 : Boring *Mbak.* (Yes, it is.)

R : *Bagian mananya?* (Which one is boring?)

S16 : Listening *Mbak.* (The listening activities, Miss.)

R : Listening? *Kenapa?* (Why?)

- S16 : Because... umm... *kurang keras Mbak*. (Because it's not loud enough, Miss.)
 R : Oh, because it's not loud?
 S16 : Yes.
 R : So, do you have any suggestion? *Kalo mau kegiatan listening gimana?* (What should I do then if we want to have listening activities?)
 S16 : *Bawa speaker sendiri Mbak*. (We better bring our own speaker, Miss.) (See Appendix M: 206.)
-
-

1st meeting of Cycle I, September 14th, 2013

Setting : inside the classroom (room 20), after the class

R : the Researcher

S32 : Student 32

- R : *Suka listening kayak tadi nggak?* (Do you like listening activity like what we did today?)
 S32 : No.
 R : No? Why?
 S32 : Because I don't know.
 R : Because you cannot hear?
 S32 : Yes.
 R : Because it's not loud?
 S32 : Yes. So I don't know. (See Appendix M: 203.)
-

The extracts above show that the students did not enjoy the listening activities because they could not listen to the recordings well. Since there was no room speaker in the room, the researcher needed to bring speaker if she wanted to teach listening skills.

b) Second Meeting

On the second meeting, fifteen students skipped the class. On the other day, the researcher asked one of those students. Here is the result of the interview.

2nd meeting of Cycle I, September 18th, 2013

Setting : inside the classroom (room 87), after the class

R : the Researcher

S15 : Student 15

R : *Kenapa e kemarin rame-rame nggak masuk?* (Why did you skip the class together?)

S15 : *Ha iyo, kompak to Mbak?* (We're united, aren't we?)

R : *Bosen po sama kelasku?* (Are you bored being my class?)

S15 : *Weh ora kok Mbak. Sori kita ra ngerti nek ono kelasmu Mbak.* (It's not true. Sorry we didn't know that you would teach that day.)

R : *Tenane? Udu tekno males karo kelasku?* (Are you sure? Not because you find my class boring?)

S15 : *Ora Mbak. Kae ki mung tekno lagi boring ning kelas terus.* (No, Miss. That was because we felt bored to attend the class that day.)

R : *Kok rame-rame ber-15?* (But why did you do that with 15 of your classmates?)

S15 : *Seng mbolos ki meng berlima Mbak. Liyane ra reti dho ning ndi.* (No, it was only five of us. I don't have any idea where the others were.)
(See Appendix M: 207.)

The researcher wanted to re-do listening activities so in this meeting, she brought her speaker to the class. Since there were only fifteen students there and the speaker was used, the listening activities were successful. The students found it easy to get the messages of the dialogues.

c) Third Meeting

On the third meeting, the students showed great enthusiasm in doing the tasks since they knew that the researcher would take their scores. However, their excitement made some students did not enjoy the class. After the class, some students said that they prefer quiet class to noisy class. The following extract shows their feeling.

3rd meeting of Cycle I, September 20th, 2013

Setting : inside the class (room 29), after the class

R : the Researcher

S29 : Student 29

S32 : Student 32

S29 : *Di kelas itu riuh banget, jadi pusing Mbak.* (The class was so noisy; it made me dizzy, Miss.)

S32 : *Yang pertama kurang kondusif Mbak.* (The first thing of today's class was not conducive, Miss.)

S29 : *Nah, itu Mbak. Kurang kondusif Mbak.* (I could not agree more.)

R : *Terus? (So?)*

S29 : *Nggak... Nggak terlalu masuk pelajarannya, ya karena itu tadi Mbak.* (It made me unable to enjoy the class Miss. I couldn't absorb today's materials.) (See Appendix M: 207.)

The following table shows the comparison of the situations before and after the implementation of the actions in Cycle I.

Table 8: Comparison of the Situations Before and After Cycle I

No.	Before the implementation of the actions	After Cycle I
1.	The students showed great interest in speaking activities but their speaking skills were low.	Pronunciation and expression drills which were done before the implementation of the information-gap activities improved the students' speaking skills.

continued

continued

2.	The English teacher did not apply any communicative activities in teaching speaking because she did not like the students being noisy.	Some students were engaged in the information-gap activities.
3.	The students were afraid of the teacher, so they sat quietly on their seats.	Some students asked to go home even when the class had not ended yet.
4.	The students could not perform the speaking tasks appropriately.	Listening practices and the use of electronic Cambridge dictionary gave exposures about how to speak English appropriately.
5.	The students did not care about their pronunciations.	The students became more aware of their pronunciations and expressions after the drills.

Looking at the results of Cycle I, the researcher thought that she needed another cycle to fix some problems occurred in Cycle I. Therefore, she revised the plan with the expectation of a better result. She discussed it with the collaborator and the English teacher. The following section shows the details of Cycle II.

b. Reports of Cycle II

1) Planning

After having discussion with the English teacher and the collaborators, the researcher planned to do the following activities in her next classes.

a) First Meeting

The first meeting was planned to be used to drill the students' speaking skills. First, the students were given a job interview text. Then, they were to practice it with in pairs. The researcher walked around the class and helped the students who found difficulties in understanding the text. This moment was also used to explain the materials to the students who did not join the previous meeting

so they could understand the materials discussed in the previous meeting. Besides, she also helped them in pronouncing some words.

After that, they answered the comprehension questions about the text. They also learned the expressions in job descriptions and educational background. The expressions were considered important and are key expressions so the students needed to make sure that they understood the meanings of the expressions used in the dialogues. They consulted their dictionaries because the researcher refused to give direct answers to them. In the production phase, the students did an information-gap activity named 'What Do You Think of Me?'

The activity aimed at knowing the vocabulary mastery of the students. The rule of the game was as follows. The students listened to a song while passing the ball to the person sitting next to them. Once the music stopped, the one gave the ball and the one got the ball played a word battle. The first person shouted an English word and the other person shouted what came to his mind when he heard the word. The battle continued until a person came as the winner. Besides knowing the vocabulary mastery of the students, the game aimed also at giving chances to the students to do peer correction on their pronunciation.

b) Second Meeting

On this meeting, the students worked in pairs and wrote job interviews based on the model. Their writings then were discussed in the class in order to show them their mistakes and to make the students able to correct their own writings. The groups then practiced the dialogues before performing it in front of

the class. During the activity, the researcher walked around the class and facilitated the students in preparing their performances. Some key words that the students might find it difficult to pronounce were discussed in the class and pronunciation drills were given.

Then, they acted the dialogue out. The model of the job interview in their handouts was used as the guidance. Therefore, the students would do an information-gap activity in the form of guided interview. However, the students were not allowed to read their scripts. Therefore, they should understand the dialogues in case they forgot their lines.

c) Third-Forth Meetings

The students were introduced to a new topic which contained the discussion on job advertisements, CVs, and application letters. The three things are considered closely related to a job interview. Before applying for a position, an applicant should be able to read a job advertisement. Then, he/she needs to be able to write a good application letter and curriculum vitae. In the application in the class, the application letters were written based on the job advertisements. Furthermore, they acted out a job interview which was written based on a job advertisement, the application letters and the CVs from the applicant (interviewee).

Then, at the end of the class, the students did an information-gap activity called 'Lie Detector'. The class was divided into six groups based on the seats; the students sitting in the same lines became one group. Each group then wrote questions as many as the students in their rival group. Every question was then

asked to each member of the rival group. The members of the group which is being asked should provide a fake answer. Then, the group giving questions should guess which one was the fake answer. If their guess was right, their lie detector worked well then, and vice versa.

2) Actions and Observations

The actions of Cycle II were carried out in three meetings on September 21st, 25th, and 27th, 2013. The schedule of Cycle II can be seen in the table below.

Table 9: The Schedule of Cycle II

Meeting	Day and Date	Time	Material, IGA
1	Saturday, September 21 st , 2013	2x45 minutes (07:00 a.m. – 09:00 a.m.)	‘Apprenticeship’ (reading) Dialogue (speaking)
2	Wednesday, September 25 th , 2013	1x45 minutes (12:15 p.m. – 01:00 p.m.)	IGA: Three Words
3	Friday, September 27 th , 2013	2x30 minutes (12:45 p.m. – 13:45 p.m.)	Job interviews (writing) IGA: What Do You Think of Me?

As it was done in Cycle I, the researcher became the teacher while the English teacher, as a collaborator, and one other collaborator became the observers. The two collaborators sat in the back of the class, and the collaborator did field-noting and video-clipping while observing. The two collaborators then discussed with the researcher after the class. The field notes taken by the collaborator describe the process of the implementation of the actions in the English teaching and learning process. The detail of the process can be seen below.

a) First Meeting

The schedule was rearranged so the English class was placed in the morning, at 7:00 a.m. The researcher came to the class at 6:45 a.m. She then prepared to teach by herself since no collaborators accompanied her that day.

A teacher led the prayer through a speaker from the teachers' room, continued by singing Indonesia Raya, the national anthem of Indonesia.

After checking the students' condition, the researcher gave the students' works back. She then gave a new handout for that day. Before discussing the materials on the new handout, the researcher presented a tongue twister. The field note below illustrates the situation.

Since it was still early morning, the researcher wanted to begin the class in a fun way. Therefore, for the ice breaking, she wrote a famous tongue twister, 'I see she sells seashells in the seashore', on the whiteboard. She then read the sentence, followed by the students. Some students found it difficult to read the sentence. Therefore, the researcher trained them to read it in slowly at first, then faster and she pointed out some students to read it. The environment became more conducive to study, so the researcher instructed to begin the discussion. (Field note of the 4th meeting, September 21st, 2013: See Appendix K: 189.)

Then, the researcher led the students to move into the text on the handout. A student read the instruction for the class. The class discussed what it was about. Then, the students practiced the dialogue in pairs with the help of the researcher. They found it interesting since it was a new text and, in addition, they worked with their friends. The following figure captures the situation.



Figure 8: The students study the dialogue with the help of the researcher.

The researcher then invited the students to perform the dialogue in front of the class. More students were engaged in the class' activities. The following field note and figure capture the situation.

After that, the students acted the dialogue out in front of the class. They were enthusiastic and well-controlled. They were happy because the researcher took their videos. Moreover, some students who used to skip the class willingly performed the dialogue. However, some students sitting at the back row did not perform the dialogue. (Field note of the 4th meeting, September 21st, 2013: See Appendix K: 189.)



Figure 9: In pairs, the students act the dialogue out in front of the class.

After that, the students went back to their seats and answered the comprehension questions. They also did pronunciation drill, as it cited in the following field note.

They also did pronunciation drills, especially on the words which are mostly mispronounced during the practice. The students listened to the pronunciation from the electronic Cambridge dictionary then repeat after it. Sometimes, they pronounced it more than once until the researcher thought their pronunciations were correct. (Field note of the 4th meeting, September 21st, 2013: See Appendix K: 189.)

Then, they read a new text entitled ‘Apprenticeship’. After reading the text, the students did pronunciation drills. They then answered comprehension questions about the text. The questions were aimed at stimulating their thinking skills in finding the details and making conclusions. The bell rang and the students submitted their works.

b) Second Meeting

A collaborator and the researcher came to the class right after the bell rang. Then, the English teacher came to the class and sat in the first row to monitor the process. As usual, the class started by checking the students' readiness, saying a prayer, and checking the students' attendance. A student was missing that day.

The students then received their previous works. Before continuing their discussion, the students did an information-gap activity namely Three Words. The instruction was as follows.

Every student wrote three words describing them on a piece of paper; it could be their strengths or weaknesses. The papers then were put in a box. A student then drew a lottery from the box and read the words aloud. Then, the rest of the class guessed the person being described. The activity was aimed at helping the students explore their strengths and weaknesses and to express it in English. (Field note of the 5th meeting, September 25th, 2013: See Appendix K: 190.)

After that, the class discussed the materials in the handouts. The English teacher excused herself and left the researcher with the students. Two students acted the dialogue out with the help of the researcher; the rest of the class enjoyed the performance and assessed it. The following figure illustrates the situation.



Figure 10: **Two students act the dialogue out with the help of the researcher.**

The students found a new word, i.e. duty, and they discussed the meaning. Then, the class was divided into two groups: a group would read the interviewer's lines and the other would read the interviewee's. They would perform a job interview in the post-test, so they were trained to read the lines fluently and accurately; the researcher read a line and then the students repeated after her. After the English teacher left, the students were so noisy. This time, the researcher tried to be strict to them. The following field note captures the interaction.

Some students sitting at the back rows could not concentrate on the lesson and distracted the others, so the researcher warned them by saying that those wanted to make noises were permitted to wait outside the class until the end of the class. The class was silent for a while. Then, a minute later, they started to make noises while the students sitting at the front rows asked the researcher to just continue the discussion. The researcher then continued explaining the materials and sometimes warned the students not to make noises. (Field note of the 5th meeting, September 25th, 2013: See Appendix K: 190.)

The class discussed the pronunciation of *the* when it is followed by vowel and consonant sounds. They also discussed concord, the agreement of the subject and the verb, by taking a sentence from the dialogue.



Figure 11: The researcher explains concord.

Then, to grab the students' attention, the researcher led the students to discuss the answers of the questions orally in high speed. More students became aware of the lesson and being able to concentrate on the discussion.

The researcher then explained that the students could start writing their scripts for the job interviews. The bell rang when they were writing, so they submitted their works and would continue their writings on the next meeting.

c) Third Meeting

The class started by saying a prayer and checking the students' attendance. After that, because they had finished discussing the materials in the handouts on the previous meeting, the students continued writing their job interview scripts in groups. The researcher moved around the class to help them

while the collaborator took the field note, video, and some photographs of the teaching and learning process. The following figure illustrates a group of the students having their discussion.



Figure 12: A group of students discusses the task.

While the other groups almost finished preparing for their performances, a group of students still had no idea of what they would write. It is captured in the following field note.

A student sitting at the back row asked what he should wrote. The researcher asked him back where the other members of his group were. He then called them. Two of them came and asked the researcher how to write their script. The researcher warned them that if they joined the discussion of it on the previous meeting, they would not find it hard to write the script. Then, she asked them to bring the handout that had been discussed on the previous meeting because the job interview guideline was written there. One of the students brought it. The researcher then showed them the guidelines and told them that they were free to develop the ideas for their job interview. The group then discussed their script. (Field note of the 6th meeting, September 27th, 2013: See Appendix K: 191.)

After the students finished writing their scripts, they played an information-gap activity namely ‘What Do You Think of Me?’ The researcher read the instruction as follows.

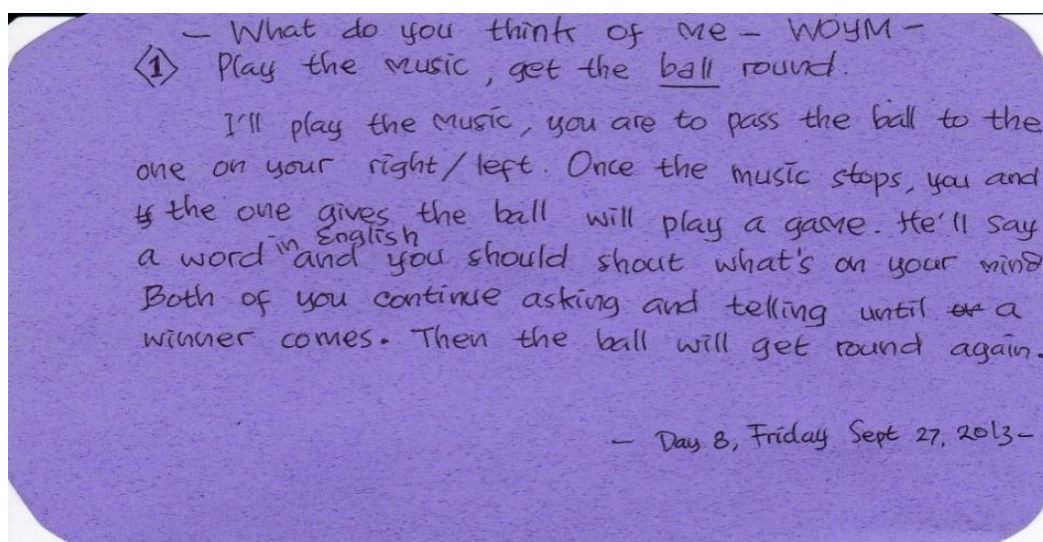


Figure 13: The instruction for the information-gap activity

The students enjoyed the activity, even the students sitting at the back rows. The following field note captures the situation.

Some students found it hard even to mention a word in English; some others could do the game well. However, they enjoyed the game. They laughed at the partners who mentioned the funny words and those who could not accomplish their task. The students sitting at the back rows even laughed the most, although they found it hard to mention the English words too. (Field note of the 6th meeting, September 27th, 2013: See Appendix K: 191.)

The time was nearly up, so the class stopped the activity. Before the researcher dismissed the class, she wrote “May I wash my hand?” and “I’m sorry

for coming late.” on the whiteboard and discussed the functions of the two expressions. Then, the researcher reminded the class that on the next day, they would perform the job interviews with their groups without reading the scripts they made. Therefore, they should be well-prepared. The class then dismissed after saying a prayer. The students shook hands with the researcher before they left.

3) Reflection and Findings

The situation of the class during Cycle II was much better since the students were more controlled and were more eager to learn English. Their speaking skills were also improved, especially in the pronunciation and intonation. The details of the situation in each meeting are explained as follows.

a) First Meeting

On the first meeting, the students performed a dialogue in pairs. Twenty six out of thirty two students performed the dialogue in front of the class. They were actively engaged in the class activities and were well-controlled. Their pronunciations were improved. However, since it was a new text for them, some students mispronounced some words. Some of them mispronounced *decided* as /de'sɪdɪd/ instead of /dɪ'saɪdɪd/, *course* as /kɜ:s/ instead of /kɔ:s/. Besides, a student found it difficult to say, '*Are there any other?*'

b) Second Meeting

The students did an information-gap activity namely Three Words. The words mostly appeared were *smart* (15 times), *handsome* (12 times), *friendly* (5 times), and *cute* (5 times). Some students made mistakes in the words choice; they misunderstood the following words as adjectives: style, relax, creativity, kindness.

The activities boosted the students' mood, even that of the students sitting at the back of the class, who usually paid less attention to the lesson. The figure and the interview transcripts below illustrate the situation.



Figure 14: **The students sitting at the back rows are excited during the Three Words activities.**

After the class dismissed, the researcher and a collaborator interviewed two students about the activities that day. They enjoyed the activity, as it can be seen from the following transcripts.

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

R : the Researcher

S29 : Student 29

- R : *Gimana kegiatan hari ini? Tadi pas yang... yang di awal?* (What do you think of today's activities? Our first activity, I mean.)
- S29 : *Cukup menyenangkan dan juga cukup bisa dimengerti.* (It's fun enough and I could understand it.)
- R : *Uh-huh. Jadi termotivasi buat speaking nggak tadi kegiatannya? Yang tadi lho, yang... yang Three Words.* (Did it motivate you to speak more? The Three Words, I mean.)
- S29 : *Three Words?*
- R : *Yang tiga kata itu trus ngambil, trus nebak-nebak gitu.* (You wrote three words, then a student read it, and you guessed the owner of the writing.)
- S29 : *Oh, iya. Cukup membuat... cukup memotivasi untuk mau belajar bahasa Inggris.* (Oh, I see. Yes, it motivated me to learn English.) (See Appendix M: 209.)
-

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

C : the Collaborator (Festri)

S1 : Student 1

- C : *Terus tadi pas main apa? Tebak-tebakan nama temanmu,* do you like that? (What did the game about? Guessing your friends' names, do you like that?)
- S1 : *Asyik.* (It's great.)
- C : *Do you like that?*
- S1 : *Yes.* (See Appendix M: 211.)
-

However, they found some difficulties to guess the people being described. It was because most of them used the same words to describe themselves. It can be seen from the following transcript.

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

C : the Collaborator

S1 : Student 1

C : *Tapi kamu tahu? Kamu paham apa yang dikatakan temenmu di depan?* (But could you guess the person being described?)

S1 : No.

C : Why?

S1 : Because... friends... *itu banyak kesamaan dalam karakter.* (It's because our characters are alike.)

C : *Uh-huh. Misalnya brown[ed] skin, semuanya kan brown ya?* (I think so. You are all browned skin, for example.)

S1 : *Iya. Handsome juga, opo? Semuanya kan laki-laki.* (Yes. The word *handsome* was tricky too; because all of us are males.) (See Appendix M: 211.)

During the discussion time, some students also said that they were distracted by their classmates who made noises. It hindered them from understanding the materials being discussed. The following transcripts illustrate their feelings.

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

C : the Collaborator

S1 : Student 1

C : *Tapi menurut kamu ada yang masuk nggak hari ini?* (Well, what did you get today?)

S1 : *Kalo hari ini sedikit pusing e... Soalnya temen-temen juga pada nggak kondusif.* (I was dizzy today because the class was not conducive.) (See Appendix M: 210-211.)

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

R : the Researcher

S29 : Student 29

S29 : *Kalau tadi jujur Mbak, kelas KR tu dari pagi udah... udah heboh.* (To be honest, the class had been that noisy since the morning.)

R : *Hari Rabu emang gitu ya? Kalo Jumat Sabtu...* (Does it happen on Wednesdays? I think on Fridays and Saturdays...)

S29 : *Enggak, cuma hari ini thok. Tadi dari jam pertama tu udah pada...* [Asks his friend] *Seko pelajaran opo mau? Bahasa Indonesia? Sejak pelajaran bahasa Indonesia sudah hancur.* (No, Miss. It's only today. Since the morning, the students had been... [Asks his friend] From what lesson was it? Indonesian language? Since Indonesian language lesson, the class had been that noisy, Miss.) (See Appendix M: 209-210.)

c) Third Meeting

After the presentation and practice phases, the students' skills on writing job interviews improved. Their speaking skills were also better after some drills on the previous meetings.

Further, the information-gap activity applied on the third meeting could cool down the students. Although it was the last lesson that day, they sat down on their seats and did not ask to go home early. However, because it is an information-gap activity, the words they mentioned hopefully were interrelated. In fact, some of them were not. It brought laughter to the class so the class became more live but were well-controlled. The following figure and the interview transcript illustrate the situation.



Figure 15: The class burst with excitement during the game.

3rd meeting of Cycle II, September 27th, 2013

Setting : inside the class (room 29), after the class

R : the Researcher

S22 : Student 22

- R : *Gimana kegiatan hari ini?* (How was today's class?)
- S22 : Amazing! [Laughs]
- R : *Amazing kenapa? Tadi sebagian nggak lempar-lemparannya?* (Why is it amazing? Did you throw the ball?)
- S22 : *Ya.* (Yes.)
- R : *Tadi apa katanya?* (What was the word?)
- S22 : Sleep.
- R : *Sleep. Terus kamu njawabnya apa?* (And what was your answer?)
- S22 : *Maksudnya tadi aku yang 'sleep'.* (I was the one saying 'sleep'.)
- R : *Oh, kamu yang 'sleep'. Terus lawannya siapa tadi?* (Oh, you're the one saying 'sleep'. Who was your opponent?)
- S22 : Toyek. Taufik Dwi Kurniawan.
- R : *Oke. Terus dia njawab apa? Pillow?* (And what was his word? Is it 'pillow'?)
- S22 : Pillow.
- R : *Oke. Terus kamu dikasih apa tadi?* (Okay. And what was his word?)
- S22 : Freak.
- R : *Freak. Njawabnya?* (And your response was ...?)
- S22 : People.
- R : *People. Oke. Tadi itu kata pertama yang muncul di pikiran? Apa pake dicari-cari dulu?* (Was 'people' across your mind immediately or did you spend several time to find the word?)
- S22 : *Muncul sendiri.* (It crossed my mind immediately.) (See Appendix M: 212.)
-

In summary, some improvements were made after Cycle II. The following table shows the comparison of the situations after Cycle I and that of after Cycle II.

Table 10: Comparison of the Situations After Cycle I and that of After Cycle II

No.	After Cycle I	After Cycle II
1.	Pronunciation and expression drills which were done before the implementation of the information-gap activities improved the students' speaking skills.	Pronunciation and expression drills were not only done before the implementation of the information-gap activities, but also at the end of the class; in the reflection.
2.	Some students were engaged in the information-gap activities.	The whole class was engaged in the information-gap activities.
3.	Some students asked to go home even when the class had not ended yet.	The information-gap activities kept the students concentrating on the lesson.
4.	Listening practices and the use of electronic Cambridge dictionary gave exposures about how to speak English appropriately.	The use of electronic Cambridge dictionary helped the students improve their pronunciations.
5.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware of and improve their speaking skills.

B. Research Findings and Discussions

This part contains the findings of the research in the form of qualitative data supported by the quantitative data in a form of the students' scores of the pre-test and the post-test. The data in this part show the findings obtained during Cycle I and Cycle II, how the changes were made, and the results of the change after each cycle.

The main problem of the English teaching and learning process in the class before the implementation of the actions was the lack of the speaking practices that resulted in the low speaking skills of the students. The lack of

pronunciation drills was also a problem in the class. Therefore, the actions to overcome the problems were needed to be applied to improve the situation.

Using information-gap activities was then chosen as the technique to improve the students' speaking skills. The application of the information-gap activities was expected to help the students apply the knowledge they had gotten in the class. The expectation was based on the following judgement: Information-gap activities also promote real communication and facilitate language acquisition, especially in mastering vocabulary and grammatical structures taught in the class (Kayi, 2005; Liao, 2001 and Raptou, 2002 in Defrioka, 2009:40).

Before the implementation of the communicative activities, the students entered a pre-communicative phase. Here, the students were presented with the expressions that would be used to accomplish the task in the communicative phase. The expression drills helped the students develop their accuracy and prepare them to the knowledge they need to do the communicative activities (Littlewood in Richards, 2006: 18).

Pronunciation drills were also done to strengthen the students' pronunciations. Brown (2001: 272) claims that drills are part of communicative activities and that they "offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty –either phonological or grammatical".

The discussions were held to maintain the communication between the researcher and the students. It was also useful to know how far the students learnt. Besides, a reflection was also done at the end of the class. It was aimed at

confirming many things that occurred during the practices; i.e. the right pronunciation of certain words and the right word choices. The researcher also gave feedback on the students' performances.

However, during the Cycle I, not all students joined the activities. Only about 10 out of 32 students joined the activities. The first reason was because the researcher did not have enough courage to rule the class. She still needed more time to maintain good rapport with the students. It led the students to pay less attention to the researcher's words. Second, the students were bored with the class since English was scheduled as the last lesson on the day. Third, the English teacher did not join the class so the students might think that the one teaching in front of the class was not their 'teacher'. These situations were in line with Harmer's opinion (2001: 39) that students at their ages are in the critical age, after all. Being in the process of finding their need for identity, they tend to be disruptive in the class and may cause discipline problems as well.

The next cycle was expected to improve the situation. Pronunciation drills were still used to strengthen the students' pronunciations.

An information-gap activity namely 'Three Words' was done to make the students more aware of their strengths and weaknesses. The activity was quite simple because all the students needed to do were writing their own characters and reading it. Giving a simple activity as a starter is one of the principles of teaching speaking (Harmer, 2001).

After doing the information-gap activities, the students did conversation drills. Those drills were held to make the students familiar with the microskills of speaking: stress, intonation, and vocabulary.

Another information-gap activity was applied in the class namely ‘What Do You Think of Me?’ the activity allowed the students to say an English word that crossed their minds. This time, all students were involved in the activities. The researchers succeed in applying other principles of teaching speaking proposed by Harmer (2001), which are to ask students to talk about what they want to talk about and what they are able to talk about. Besides, the successful of the activity brought a new finding; the students became calmer and willingly joined the class activities. This fact proved that teenagers, if they are engaged in the activities in the class, are potential learners, because they possess great capacity to learn, to create creativity, and to commit themselves passionately to things which interest them (Harmer, 2001: 39).

During the interviews with the English teacher, the researcher asked her opinion about the changes made in XI KR 4. The English teacher said that she was happy by seeing that the students were enthusiastic during the English class. The following transcript shows the situation.

After Cycle II, October 5th, 2013

Setting : inside the teachers' room, during the 1st break

R : the Researcher

ET : the English Teacher

ET : *Tapi Mbak Desi kemarin sudah bagus. Nanti kalau jam terbangnya sudah banyak pasti bisa mengatasi. Yang terpenting kan sudah berhasil meningkatkan speaking skills siswa. (But your teaching was appropriate. It will get better as the time goes by. The point is that you've succeeded in improving the students' speaking skills.)*

R : *Begitu ya Bu? (Do you think so, Ma'am?)*

ET : *Iya. Kemarin saya tanya di kelas, "Gimana kemarin sama Mbak Desi?" Kata Yuta, "Saya udah bisa ngomong bahasa Inggris Bu." Ya bagus, karena Yuta itu kan lumayan kurang nilainya kalau di kelas saya. (I do. I asked once, "How was it with Miss Desi?" Yuta said, "Now I can speak English, Ma'am." It is good, because he is considered as a slow learner in my class.) (See Appendix M: 214.)*

Analyzing the teacher's response, the researcher succeeded in ensuring her that information-gap activities were effective to improve the students' speaking skills. However, she could not guarantee that the technique she introduced sustainable because the teacher was the one to determine the best technique for her class.

To sum up the findings during the research, the researcher presents a table of the changes of the situation happened during the research. The table is shown below.

Table 11: Comparison of the Situations during Cycle I and Cycle II

No.	Problem	Cycle I	Cycle II
1.	The students showed great interest in speaking activities but their speaking skills were low.	Pronunciation and expression drills which were done before the implementation of the information-gap activities improved the students' speaking skills.	Pronunciation and expression drills were not only done before the implementation of the information-gap activities, but also at the end of the class; in the reflection.
2.	The English teacher did not apply any communicative activities in teaching speaking because she did not like the students being noisy.	Some students were engaged in the information-gap activities.	The whole class was engaged in the information-gap activities.
3.	The students were afraid of the teacher so they sat quietly in their seats.	Some students asked to go home even when the class had not ended yet.	The information-gap activities kept the students concentrating on the lesson.
4.	The students could not perform the speaking tasks appropriately.	Listening practices and the use of electronic Cambridge dictionary gave exposures about how to speak English appropriately.	The use of electronic Cambridge dictionary helped the students improve their pronunciations.
5.	The students did not care about their pronunciations.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware of and improve their speaking skills.

Other data that were acquired in this research were quantitative data.

They were in the form of the students' scores of the pre-test and post-test. The scores are analyzed using SPSS 16.0. The output of the data is presented below.

Table 12: Paired-Samples Statistics – Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	17.81	26	4.030	.790
	Posttest	28.54	26	3.023	.593

Table 13: Paired-Sample Test – Pre-test and Post-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-10.731	3.790	.743	-12.262	-9.200	14.437	.000	

The data above were collected by applying Paired-Samples Test in SPSS 16.0. The t-test employed the students' scores to find the probability value (p value). From the result above, p value is 0.00. The result was statistically significant because p value was lower than the significance level ($0.00 < 0.05$). It means that the use of information-gap activities influences the speaking skills of the students.

The researcher also compared the tests results using O'Gara's model as it is cited in Burns (2010: 129). The following table presents the comparison.

Table 14: Comparison of the Test Results

	Pre-test	Post-test
Mean	17.81	28.54
Median	14.5	27
Mode	20	29
Standard Deviation	4.03	3.02
Number of the students	26	26

The results show that the mean, median and mode all show greater improvement after the implementation of the actions. The average score in the pre-test was 17.81 in the 1-32 scale score. Meanwhile, the average score rose into 28.54 in the 1-32 scale score. 26 out of 32 students were chosen as the samples of the research. They were the students who joined both the pre-test and the post-test.

The data above supported the observation results as well as the interview transcripts that indicate the success of the implementation of the information-gap activities in improving the students' speaking skills. Therefore, the researcher concluded that the information-gap activities successfully improved the students' speaking skills. The success was supported by the application of pronunciation and expression drills.

In addition, the data in study is reliable by the fact that their Pearson's coefficient correlations (r) were 0.850198 (in the pre-test) and 0.935613 (in the post test). (See Appendix I: 174-175.)

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research study succeeded in answering the research question which was "How can the speaking skills of the students of XI KR 4 SMK Negeri 3 Yogyakarta be improved through the use of information-gap activities?" The first reason is because the information-gap activities that were applied in the class had preceding activities, i.e. pre-communicative activities that make the students familiar with the words and expressions that would be used in the communicative activities. Besides, the information-gap activities were also preceded by pronunciation and expression drills, so the students could use the appropriate expressions, pronunciation, intonation, stress, etc. By doing the information-gap activities, the students got more chance to speak fluently and accurately.

In the post-communicative activities, the students and the researcher had a discussion on the students' performances, i.e. whether they used the correct word choice, intonation, and pronunciation. Drills were also held whenever needed.

B. Implications

The researcher wrote the implications with regard to the conclusions above: that the implementation of information-gap activities could improve the students' speaking skills. This implies that in teaching and learning of speaking, it is

important for teachers to provide adequate speaking activities that can stimulate the students to practice their speaking. However, the information-gap activities should match the topics being discussed, so the students' understanding of the lesson will also be improved.

However, the researcher believes that pronunciation drillings, listening and speaking practices also took an important role in the success of the implementation of the actions. This implies that the activities mentioned are suitable supporting actions for the implementation of information-gap activities to improve the students' speaking skills.

She also believes that consulting the dictionary is important in learning a language. In contrary, the situation in her class showed that some students were not eager to bring their dictionaries, especially the printed one. Some of them preferred to open their mobile phones and use electronic dictionaries on it. After some meetings, some students followed the researcher's rule and bring their printed dictionaries. It implies that the researcher needed to actively remind them day after day until they knew how important consulting the dictionary during the lesson is.

C. Suggestions

Based on the conclusions and implications explained above, the researchers address the following suggestions for:

1. English Teachers

Information-gap activities can be a good technique for teaching English, especially for improving the students' speaking skills. It can be used to teach certain topic or language use in fun and interesting ways. The consideration of the students' interests is needed to make the activities grab the students' attentions. However, the instructions must be clear and the control of the students must be maintained.

Information-gap activities in the forms of guessing games are good to make the students creative and active in the completion of the task because they need to ask in order to gain the information needed. Doing the activities, the students also train their speaking skills. Therefore, it is suggested that English teachers should apply information-gap activities in teaching speaking.

During the teaching and learning process, students may find difficulties in expressing themselves in English. They may also find new words or the words they have learnt before but they forget the Indonesian words. It can lead them to the boredom of learning English. Therefore, it is suggested that teachers should ask the students to bring dictionaries during the English class.

2. Students

It is suggested that the students should be engaged in the whole activities in order to improve their speaking skills. The activities before the 'game' may seem worthless, but actually the drillings are the time when the students are introduced to the language that will be used during the 'game'. Following the pre-communicative activities will lead them to the success during the 'game'. The

discussion held after the ‘game’ is useful for the students because it is a reflection that may be useful for their next performances.

3. Other Researchers

For other researchers who are interested in conducting research in the same field, the researcher suggests that they carefully examine the time and kind of activities that will be used. The level of the English proficiency and the interests of the research’s subjects are needed to take into account as well.

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APPENDICES

**APPENDIX A:
OBSERVATION
GUIDELINE
(THE RECOGNITION
PHASE)**

OBSERVATION GUIDELINE

Day, date:

No.	Aspects to be observed	Descriptions of the result
A.	The students:	
	1. The number of students	
	2. The range of ages	
	3. The characteristics	
	4. The language used	
B.	The teacher and the learning process:	
	1. The name of the teacher	
	2. The language used	
	3. The method used	
	4. The way of opening the class	
	5. The way of presenting the materials	
	6. The use of the allocated time	
	7. The technique of asking questions	
	8. The technique of class management	
	9. The type and way of the evaluation	
	10. The way of closing the class	
C.	The materials (sources)	
	1. The main source(s)	
	2. The supporting source(s)	
D.	The Teaching Instruments	
	1. The course grid	
	2. The Lesson Plan	
E.	The class:	
	1. The name of the class	
	2. The facilities:	
	a. The room	
	b. The seating arrangement	
	c. The lighting	
	d. The supporting equipment	
F.	The interaction	
	1. Students-students	
	2. Students-teacher	

Yogyakarta, 2013

The researcher,

Desi Sugiarti
09202241046

(Adapted from observation Guideline for KKN-PPL UNY 2012)

**APPENDIX B:
OBSERVATION
RESULTS
(THE RECOGNITION
PHASE)**

OBSERVATION RESULT

Day, date: Saturday, February 16th and 23rd, 2013 (Observation 1&2)

No.	Aspects to be observed	Descriptions of the result
A.	The students:	
	1. The number of students	36.
	2. The range of ages	16-17 years old.
	3. The characteristics	Active, like to work in pairs, interested in moving activities, good at memorization, eager to learn new things.
	4. The language used	Mostly Indonesian
B.	The teacher and the learning process:	
	1. The name of the teacher	
	2. The language used	Bilingual
	3. The method used	Three-phase PPP (Presentation, Practice, Production)
	4. The way of opening the class	Greeting, calling the roll, recalling the previous materials.
	5. The way of presenting the materials	Teacher-centered; the T read the materials, the Ss looked at the module, wrote down new words.
	6. The use of the allocated time	Effective enough; 2 hours were used for written cycle and 1 hour was used for spoken cycle.
	7. The technique of asking questions	T asked, "Any question?" then the Ss asked the question immediately.
	8. The class management	Good, alive, the T had an excellent rapport with his Ss. The T walked around the class and paid attention to every group.
	9. The type and way of the evaluation	Written and spoken test, the T evaluated the process of learning and teaching.
	10. The way of closing the class	The T reviewed today's activities, reminded the Ss of the assignment for the next meeting, leave-taking.
C.	The materials (sources)	
	1. The main source(s)	A module written in English entitled <i>Modul Pelajaran Bahasa Inggris Kelas X</i> .
	2. The supporting source(s)	Dictionary, articles from internet, other English textbooks.
D.	The Teaching Instruments	
	1. The course grid	He made a course grid at the beginning of the semester.
	2. The Lesson Plan	He made the lesson plan and looked at the situation in the class.
E.	The class:	
	1. The name of the class	X KR 4 (Ten <i>Kendaraan Ringan</i> 4).
	2. The facilities:	
	a. The room	Too wide with many big transparent windows. Besides, since it was located between two parking places, some Ss were easily getting distracted by the noise outside the class.
	b. The seating arrangement	The seats were equal with the number of the Ss.
	c. The lighting	Good enough for studying.
	d. The supporting equipment	One big blackboard, one big whiteboard, markers, and some chalks.
F.	The interaction	

	1. Students-students	Close.
	2. Students-teacher	Close.

Yogyakarta, 2013

The researcher,

Desi Sugiarti
09202241046

(Adapted from observation Guideline for KKN-PPL UNY 2012)

APPENDIX C: SCHEDULE OF THE RESEARCH

SCHEDULE OF THE RESEARCH

Activity	Day, date	Time
Preparation for the pre-test	Wednesday, September 11 th , 2013	1x45 minutes (01:00 p.m. - 01:45 p.m.)
Pre-test	Friday, September 13 th , 2013	1x30 minutes (12:15 p.m. - 01:15 p.m.)

Cycle	Material, IGA	Meeting	Day, date	Time
Cycle I	Job Descriptions (listening) IGA: 20 Questions	1	Saturday, September 14 th , 2013	2x45 minutes (12:15 p.m. – 01:45 p.m.)
	Job Descriptions (listening)	2	Wednesday, September 18 th , 2013	1x45 minutes (12:15 p.m. – 01:00 p.m.)
	Job Descriptions (writing)	3	Friday, September 20 th , 2013	2x30 minutes (12:45 p.m. – 13:45 p.m.)
Cycle II	‘Apprenticeship’ (reading) Dialogue (speaking)	1	Saturday, September 21 st , 2013	2x45 minutes (07:00 a.m. – 08:30 a.m.)
	IGA: Three Words	2	Wednesday, September 25 th , 2013	1x45 minutes (12:15 p.m. – 01:00 p.m.)
	Job interviews (writing) IGA: What Do You Think of Me?	3	Friday, September 27 th , 2013	2x30 minutes (12:45 p.m. – 13:45 p.m.)

Activity	Day, date	Time
Post-test	Saturday, September 28 th , 2013	1x45 minutes (07:45 a.m. – 08:30 a.m.)

APPENDIX D: COURSE GRID

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR XI KR 4 STUDENTS OF SMKN 3
YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

Standard of Competency:

2. Communicate in English at the Elementary Level.

Basic Competency:

2.3 Describe in detail one's job descriptions and educational backgrounds in spoken and written forms.

Objective:

Understand how to do a job interview in English.

Indicators:

Students are able to:

- ✓ Pronounce the words correctly.
- ✓ Ask and tell about one's job descriptions.
- ✓ Get the message of the dialogues.
- ✓ Ask and tell about one's educational background.
- ✓ Do a simple job interview in English.

Cycle	Topics	Language Focuses	Key Vocabulary	Speaking Skills	Learning Activities	Indicators
I (1 st -3 rd meetings)	I am a mechanic.	Simple present tense Adjective clauses Possessive	job descriptions, educational background, future job, job	Asking and telling about one's job descriptions	A. Pre-test In pairs, Ss make a simple job interview in English and act it out.	Ss are able to: ✓ Write a simple job interview in English and act it out with the correct

		pronouns Adjectives in -ed and -ing forms	interview, interviewer, interviewee, accepted, graduated, degree, applicants, position, requirement, work, apprentice, company, strengths, weaknesses, duty, responsibility			pronunciation, intonation, and expression.
					B. Meeting 1-3: Job Descriptions 1. Presentation: <ul style="list-style-type: none"> • T sticks a picture of a mechanic on the whiteboard. • Ss answer the questions orally. • Ss pronounce some words. • In pairs, the Ss find the meaning of the words. • In pairs, the Ss match the pictures with the names. • Ss find the meanings of the words. 	Ss are able to: <ul style="list-style-type: none"> ✓ Answer the questions. ✓ Pronounce certain words correctly. ✓ Mention the meanings of certain words correctly. ✓ Match the pictures with their names.
					2. Practice: <ul style="list-style-type: none"> • Ss listen to the recording and answer the questions. 	Ss are able to: <ul style="list-style-type: none"> ✓ Answer the questions based on the recording.

					<ul style="list-style-type: none"> • Ss write the job descriptions based on the recording. • Ss listen to the explanation on the grammar point about the use of boring, bored, tiring, and tired. • In pairs, Ss write job descriptions. 	<ul style="list-style-type: none"> ✓ Write ones' job descriptions based on the recording. ✓ Make some sentences using <i>boring, bored, tiring, and tired.</i> ✓ Write ones' job descriptions.
					<p>3. Production:</p> <ul style="list-style-type: none"> • Ss do the Survey Game. • Ss learn Possessive Pronouns. • Ss complete the sentences using possessive pronouns. • Ss learn the Yes/No Questions. • Ss do the information-gap activities: 20 Questions. 	<p>Ss are able to:</p> <ul style="list-style-type: none"> ✓ Write their friends' occupations based on their job descriptions. ✓ Write sentences using possessive pronouns correctly. ✓ Ask yes/no questions appropriately. ✓ Accomplish the tasks.

II (4 th -7 th meetings)	Where are you graduated from?	Adjective clauses Simple past tense Yes/No Questions	job descriptions, educational background, future job, job interview, interviewer, interviewee, accepted, graduated, degree, applicants, position, requirement, work, apprentice, company, strengths, weaknesses, duty, responsibility	Asking and telling about one's educational background Do a simple job interview in English	C. Meeting 4-7: Educational Background 1. Presentation: <ul style="list-style-type: none"> • T distributes the dialogue sheet. • Ss read the dialogue and discuss the new vocabulary. • Ss answer the questions that follow. • T distributes new text. • Ss read the text and answer the questions that follow. • Ss write T or F based on the reading. • Ss answer the questions based on the reading. • Ss study the grammar about Adjective Clause. • Ss write the sentences combined by adjective clause. 	Ss are able to: <ul style="list-style-type: none"> ✓ Read the dialogue with the correct pronunciation and intonation. ✓ Mention the meaning of certain words. ✓ Answer the questions correctly. ✓ Write the messages of the text. ✓ Write the combinations of the sentences with the correct adjective clauses. ✓ Write a dialogue on job interview in English based on the model. ✓ Act the dialogue out with correct pronunciation and intonation.
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					<p>2. Practice:</p> <ul style="list-style-type: none"> • T distributes sheets containing a job interview. • Ss read the dialogue and answer the questions that follow. • Ss discuss the expressions on asking and telling one's job descriptions and educational background. 	<p>Ss are able to:</p> <ul style="list-style-type: none"> ✓ Mention some questions asked in the job interview. ✓ Answer the questions based on the reading. ✓ Mention the expressions on asking and telling one's job descriptions and educational background.
					<p>3. Production:</p> <ul style="list-style-type: none"> • In pairs, Ss write a dialogue on job interview based on the model. 	<p>Ss are able to:</p> <ul style="list-style-type: none"> ✓ Write a job interview based on the model.
					<p>D. Meeting 8: Post-test</p> <ul style="list-style-type: none"> • In a group of five, Ss act a job interview out. 	<p>Ss are able to:</p> <ul style="list-style-type: none"> ✓ Act the dialogue out with correct pronunciation, intonation, and expression.

APPENDIX E:

LESSON PLANS

LESSON PLAN-1

Name of the school	:	SMKN 3 Yogyakarta
Class	:	XI KR 4 (Eleven)
Semester	:	1 (One)
Subject	:	English
Language Skills	:	Speaking
Time Allocation	:	3 meetings

A. STANDARD OF COMPETENCY

2. Communicate in English at the Elementary Level.

B. BASIC COMPETENCY

2.3 Describe in detail one's job descriptions and educational backgrounds in spoken and written forms.

C. OBJECTIVE

Understand how to detail job descriptions in spoken and written forms.

D. INDICATORS

Students are able to:

- ✓ Pronounce the words correctly.
- ✓ Write the numbers of the occupations.
- ✓ Check the correct messages based on the listening.
- ✓ Write one's job descriptions.
- ✓ Ask and tell about one's job descriptions.

E. MATERIALS**1. Presentation****Task 1**

Look at the picture below and answer the questions with your classmates.

1. What is he?
2. What is he doing?
3. What is his duty?
4. What educational background does he need for the job?

Answer Key of Task 1

1. A mechanic.
2. He is repairing a car's engine.
3. His duty is to repair the engines of vehicles and other machines.
4. A degree on mechanical or automotive engineering.



Source: <http://3.bp.blogspot.com/-pLxMEh6fMYA/UCXuCfojS7I/AAAAAAAAAU/MNMh14F7UMM/s400/mechanic.jpg>

Speak Up!

duty	/'dju:ti/	tugas
education	/,edjo'keɪʃn/	pendidikan
background	/'bækgraʊnd/	latar belakang

Source: http://3.bp.blogspot.com/-zJB2tzTOciU/TuD-5KrKziI/AAAAAAAAAH8/99o1gMjt0jc/s1600/Shouting_Man_Cartoon.jpg

Task 2



Source: http://3.bp.blogspot.com/-zJB2tzTOciU/TuD-5KrKziI/AAAAAAAAAH8/99o1gMjt0jc/s1600/Shouting_Man_Cartoon.jpg

You will find the following words in Task 3. In pairs, find the meanings of these words in your dictionary and repeat the pronunciation after your teacher.

Words	Meanings
businessman /'bɪznəsmən/	...
chef /ʃef/	...
construction worker /kən'strʌkʃn, wɜ:kə(r)/	...
flight attendant /flaɪt, ə'tendənt /	...
nurse /nɜ:s/	...
taxi driver /'tæksi, draɪvə(r)/	...
teacher /'ti:tʃə(r)/	...
waitress /'weɪtrəs/	...

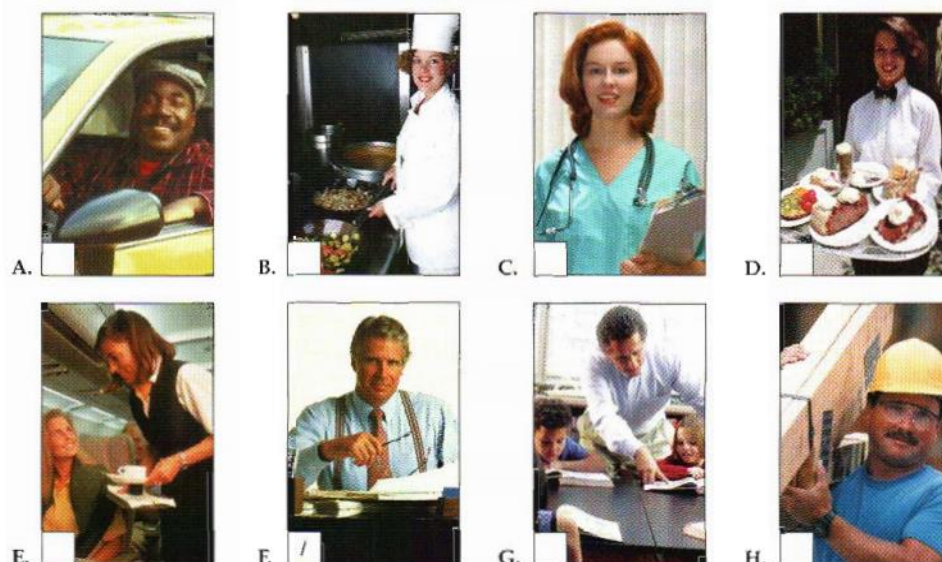
Answer Key

Words	Meanings
businessman /'bɪznəsmən/	<i>pengusaha</i>
chef /ʃef/	<i>koki</i>
construction worker /kən'strʌkʃn, wɜ:kə(r)/	<i>pekerja konstruksi</i>
flight attendant /flaɪt, ə'tendənt /	<i>pramugari</i>
nurse /nɜ:s/	<i>suster</i>
taxi driver /'tæksi, draɪvə(r)/	<i>sopir taksi</i>
teacher /'ti:tʃə(r)/	<i>guru</i>
waitress /'weɪtrəs/	<i>pelayan wanita</i>

Task 3

In pairs, match each job with a picture. Write the numbers in the boxes provided.

1. businessman
2. nurse
3. taxi driver
4. chef
5. waitress
6. flight attendant
7. construction worker
8. teacher



Source: Richards, Jack C. 2003. Basic Tactics for Listening: Second Edition. Oxford: Oxford University Press. page 22.

Answer Key

A. 3 B. 4 C. 2 D. 5 E. 6 F. 1 G. 8 H. 7

Mention three more jobs.

Task 4

You will hear the following words in Task 5. In pairs, find the meanings of these words in your dictionary and repeat after your teacher with good pronunciation.

Words	Meanings
awful /'ɔ:fl/	...
boring /'bɔ:riŋ/	...
change /tʃeɪndʒ/	...
distance /'distəns/	...
guess /ges/	...
hour /aʊə(r)/	...
month /mʌnθ/	...
night /naɪt/	...
paid /peɪd/	...
quit /kwɪt/	...
restaurant /'restrɒnt/	...
sick of /sɪkəv/	...
thing /θɪŋ/	...
think /θɪŋk/	...
tired /taɪəd/	...
tiring /'taɪərɪŋ/	...

Answer Key of Task 4


Words	Meanings
awful /'ɔ:fl/	mengerikan
boring /'bɔ:riŋ/	membosankan
change /tʃeɪndʒ/	merubah
distance /'distəns/	jarak
guess /ges/	menebak
hour /aʊə(r)/	jam
month /mʌnθ/	bulan
night /naɪt/	malam
paid /peɪd/	membayar, dibayar
quit /kwɪt/	keluar
restaurant /'restrɒnt/	restoran
sick of /sɪkəv/	muak
thing /θɪŋ/	hal
think /θɪŋk/	berpikir
tired /taɪəd/	lelah
tiring /'taɪərɪŋ/	melelahkan

2. Practice

Task 5

Listen to people talking about their jobs. Do they like their jobs? Check (✓) the correct answer.

	Yes	No
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>



Answer Key of Task 5

1. No → I don't like it. It's boring.
2. Yes → I like it a lot. I like working with kids.
3. Yes → I really like it. I think it's the people I work with. They are so nice.
4. Yes → I do like it. I get to meet so many people.
5. No → I don't enjoy it at all. It's a hard work and pretty tiring too.

Task 6

Listen again. What do the people like or dislike about their jobs?
Check (✓) the correct answer.

	Likes	Dislikes
1. a. doing the same thing	<input type="checkbox"/>	<input type="checkbox"/>
b. the money	<input type="checkbox"/>	<input type="checkbox"/>
2. a. working with kids	<input type="checkbox"/>	<input type="checkbox"/>
b. the distance to school	<input type="checkbox"/>	<input type="checkbox"/>
3. a. the people	<input type="checkbox"/>	<input type="checkbox"/>
b. the travel	<input type="checkbox"/>	<input type="checkbox"/>
4. a. the hours	<input type="checkbox"/>	<input type="checkbox"/>
b. her boss	<input type="checkbox"/>	<input type="checkbox"/>
5. a. being on his feet	<input type="checkbox"/>	<input type="checkbox"/>
b. the tips	<input type="checkbox"/>	<input type="checkbox"/>

(Source: Richards, Jack C. 2003. *Basic Tactics for Listening: Second Edition*. Oxford: Oxford University Press. page 24)

Answer Key of Task 6

The aspect of the job	Likes	Dislikes
1. a. doing the same thing		v
b. the money	v	
2. a. working with kids	v	
b. the distance to school		v
3. a. the people	v	
b. the travel		v
4. a. the hours		v
b. her boss	v	
5. a. being on his feet		v
b. the tips	v	

Task 7

Listen again. What do the people do?

Name	Job	Job Descriptions
Christine	...	to plan, deliver lesson, and evaluate learning achievement.
Nancy	salesperson	...
Martin	...	to bring the food to customers at their tables in a restaurant

Answer Key of Task 7

Name	Job	Job descriptions
Christine	teacher	to plan, deliver lesson, and evaluate learning achievement.
Nancy	salesperson	to sell things in a shop or directly to customers
Martin	waiter	to bring the food to customers at their tables in a restaurant

Listening script for teachers

Unit 6 Page 24

4 Let's listen.

Task 1 (5)

Listen to people talking about their jobs. Do they like their jobs? Check (✓) the correct answer.

- Susan : So how do you like about your job, Bill?

Bill : Well, it was okay at first, but, now, after two years, I don't like it.

Susan : Oh, why is that?

Bill : It's boring. I do the same thing every day. I'm really sick of it.

Susan : So why don't you change jobs?

Bill : I'm well-paid. I like the money.

Susan : Oh I see. But you should leave if you're not happy.

Bill : Yeah, maybe I should.
- Mark : Do you like teaching children, Christine?

Christine : Oh, yes. I like working with kids. There's so much fun.

- Mark : Well, I guess you have the perfect job.
 Christine : Yeah, I like it a lot. There's just one thing I don't like.
 Mark : What's that?
 Christine : The distance to school. It's too far away. It takes me an hour to drive there every day.
 Mark : Wow! That must be awful.
 Christine : It is. But the schools that are near to me are not as good.
3. Jane : How's your new job going, Anna?
 Anna : Good, thanks. I really like it.
 Jane : What do you like best about it?
 Anna : I think it's the people I work with. They are so nice. People make all the difference in a job, don't they?
 Jane : They sure do.
 Anna : The only trouble is I have to travel a lot. I'm away from home for about two weeks every month.
 Jane : Yeah, that can be difficult.
 Anna : It is. I hope I won't have to travel so much next year.
4. Bob : Do you enjoy being a Salesperson, Nancy?
 Nancy : Yes, I do like it. I get to meet so many people.
 Bob : Is it a hard work?
 Nancy : Yes, it can be. I don't like the long hours. I'm always really tired when I get home at night.
 Bob : That's too bad. Why don't you quit?
 Nancy : Because I think my boss is great to work for.
5. Charlie : How long have you been working in a restaurant, Martin?
 Martin : For more than five years.
 Charlie : Wow! You must really enjoy it.
 Martin : Oh no, I don't enjoy it at all. It's a hard work and pretty tiring too. I'm on my feet all night.
 Charlie : Oh I see.
 Martin : But the tips are great. I really should find a better job soon.

Study the explanation below.

Grammar Point

Boring or bored?

Tiring or tired?

boring (membosankan)

bored (bosan)

tiring (melelahkan)

tired (lelah)

Make your own sentence.

Task 8

Work in pairs and write simple job descriptions of these jobs.

Job	Job Descriptions
barber /'bɑ:bə(r)/	...
beautician /bju:'ti:ʃn/	...
butcher /'bʊtʃə(r)/	...
dressmaker /'dres,meɪkə(r)/	...
electrician /ɪ,lek'trɪʃn/	...
farmer /'fɑ:mə(r)/	...
greengrocer /'gri:ngreʊsə(r)/	...
guide /gaɪd/	...
mechanic /mə'kænɪk/	...
pilot /'paɪlət/	...
receptionist /rɪ'sepʃənɪst/	...

Answer Key for Task 8

Job	Job Descriptions
-----	------------------

barber /'bɑ:bə(r)/	to cut men's hair
beautician /bju:'ti:ʃn/	to give beauty treatments
butcher /'bʌtʃə(r)/	to cut up and sell meat in a shop
dressmaker /'dres,meɪkə(r)/	to make women's clothes
electrician /ɪ,lek'trɪʃn/	to fit and repair electrical equipment
farmer /'fɑ:mə(r)/	to manage a farm
greengrocer /'gri:ngreʊsə(r)/	to sell fresh vegetables and fruit in a shop
guide /gaɪd/	to show a place or a particular route to visitors
mechanic /mə'kænɪk/	to repair the engines of vehicles and other machines
pilot /'paɪlət/	to operate the controls of an aircraft
receptionist /rɪ'sepʃənɪst/	to welcome and help visitors and answer the telephone in an office, hotel, or hospital

3. Production

Task 9

Ask ten of your friends what they want to be. Your friend will only tell the job description. Put the information in the table and guess what job it is.

SURVEY GAME

Example:

Teddy : What do you want to be, Dhoni?

Dhoni : I want to be someone who plans and delivers lessons and evaluates learning achievements.

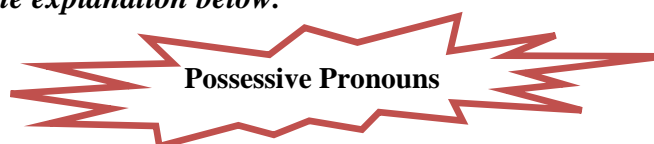
Teddy fills his table this way:

Name	Job descriptions	Job
Dhoni	to plan, deliver lesson, and evaluate learning achievement	teacher

Now, it is your turn to do a survey.

Name	Job descriptions	Job

Study the explanation below.



I	like	my	job.
you	like	your	job(s).
we	like	our	jobs.
they	like	their	jobs.
He	likes	his	job.
She	likes	her	job.
It	likes	its	job. (a horse)

Task 10

Complete the following sentences using a possessive pronoun.

e.g. My mother's name is Mary. She likes **her** job.

1. _____ favorite movie is _____ because I like the story.
2. My boss has a house in the suburbs. _____ house is very big and expensive.
3. _____ company is a large multinational, but we are all friends and colleagues.
4. Spain is a very mountainous country. _____ population is about 40 million.
5. Do you have _____ own private office or do you work in a big office with _____ co-workers?

Answer Key for Task 10

1. **My** favorite movie is ... (any answers are acceptable) because I like the story.
2. **His/her**
3. **Our**
4. **Its**
5. **your, your**

Information-gap activities: 20 Questions

One student comes to the front of the class, draw a card from the box. The rest of the class should guess the occupation written on the card by asking yes/ no questions. The student being asked can only answer yes or no. The maximum questions are 20 for each card.

The jobs:

Pre-communicative activities**Training of yes/no question**

1. Do you work (inside/outside)*?
2. Is it a dangerous job?
3. Do you wear a uniform?
4. Do you work in
(market/school/hospital/university/company/office/mall/etc.)*?
5. Do you meet many people?
6. Do you have any fans?
7. Are you a ...?

**one option at once*

F. LEARNING METHODS

Three-phase PPP: Presentation – Practice – Production

G. LEARNING ACTIVITIES

1. Pre-teaching

Opening

- T greets and calls the roll.
- T leads the prayer.
- T prepares the readiness of the Ss.
- Ss tell what they learned on the previous meeting.

2. Whilst teaching

a) Presentation

- T elicits the Ss' background knowledge by asking "What is your father?"
- Ss mention their father's jobs.
- T sticks a picture of a mechanic on the whiteboard.
- Ss answer the questions orally.
- Ss pronounce some words.
- In pairs, the Ss find the meaning of the words.
- In pairs, the Ss match the pictures with the names.
- Ss find the meanings of the words.

b) Practice

- Ss listen to the recording and answer the questions.
- Ss write the job descriptions based on the listening.
- Ss listen to the explanation on the grammar point about the use of boring, bored, tiring, and tired.
- In pairs, Ss write job descriptions.

c) Production

- Ss do the Survey Game.
- Ss learn Possessive Pronouns.
- Ss complete the sentences using possessive pronouns.
- Ss learn the Yes/No Questions.
- Ss do the information-gap activities: 20 Questions.

3. Post-teaching (5 minutes)

- Ss and T make the conclusion of today's learning.
- Ss and T reflect on today's learning.
- T gives feedback to the Ss' performances.

- T tells the materials for the next meeting.
- T leads the prayer and takes a leave.

H. LEARNING SOURCES

MacKenzie, Ian. 2001. *English for Business Studies: A course for Business Studies and Economics students*. Cambridge: Cambridge University Press.

Medina, et al. 2004. *Hello... and now what?* Editorial Stanley.

Richards, Jack C. 2003. *Basic Tactics for Listening: second edition*. Oxford: Oxford University Press.

Widyantoro, Agus, et al. 2008. *Effective Communication: An Integrated Course of English for Vocational High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. ASSESSMENT

For the listening tasks (Task 5 and Task 6)

Maximum score = $\frac{(\text{Task 5} + \text{Task 6}) \times 2}{2} = 10$

3

Students' Listening Scores

No.	Names	Score	Mark
1	Student 1	0	0
2	Student 2	14	9.3

3	Student 3	14	9.3
4	Student 4	14	9.3
5	Student 5	15	10
6	Student 6	15	10
7	Student 7	14	9.3
8	Student 8	15	10
9	Student 9	12	8
10	Student 10	15	10
11	Student 11	15	10
12	Student 12	15	10
13	Student 13	0	0
14	Student 14	14	9.3
15	Student 15	12	8
16	Student 16	15	10
17	Student 17	13	8.7
18	Student 18	14	9.3
19	Student 19	13	8.7
20	Student 20	15	10
21	Student 21	14	9.3
22	Student 22	10	6.7
23	Student 23	14	9.3
24	Student 24	13	8.7
25	Student 25	10	6.7
26	Student 26	12	8
27	Student 27	12	8
28	Student 28	15	10
29	Student 29	15	10
30	Student 30	13	8.7
31	Student 31	14	9.3
32	Student 32	13	8.7

Acknowledging the English teacher,

Yogyakarta, September 2013
Researcher,

Sri Purwanti, S. Pd.
NIP. 19571116 198103 2 008

Desi Sugiarti
09202241046

LESSON PLAN-2

Name of the school	:	SMKN 3 Yogyakarta
Class	:	XI KR 4 (Eleven)
Semester	:	1 (One)
Subject	:	English
Language Skills	:	Speaking
Time Allocation	:	2 meetings

A. STANDARD OF COMPETENCY

2. Communicate in English at the Elementary Level.

B. BASIC COMPETENCY

2.3 Describe in detail one's job descriptions and educational backgrounds in spoken and written forms.

C. OBJECTIVE

Do job interviews in English.

D. INDICATORS

Students are able to:

- ✓ Pronounce the words correctly.
- ✓ Act the job interviews out with good intonation.
- ✓ Answer the questions based on the text.
- ✓ Combine the sentences using adjective clauses.

E. MATERIALS

Task 1

After learning some job descriptions, you will talk about the educational background. The dialogue below talks about the educational background required to work on a cruise ship (kapal pesiar). Practice the dialogue with your friend. Consult your dictionary if you find any difficult words.

- Fauzi : Have you decided about your future job, Gung?
- Agung : Yup! I've decided to work on a cruise ship.
- Fauzi : Wow... It means you have to get a hotel diploma.
- Agung : That's right.
- Fauzi : But, you told me you didn't like cooking.
- Agung : Just to let you know, working on a cruise ship isn't always about cooking. There are various jobs on board under the divisions of Housekeeping, Kitchen, and Food and Beverage.
- Fauzi : Do you need any training to work on a cruise ship?
- Agung : Of course. I have to take at least a three-month job training in the respective division.
- Fauzi : Are there any other requirements?
- Agung : I have to take an English course because it's very essential for a cruising crew member. This job really offers me a challenge I can't resist!

Questions

1. What has Agung decided?
2. What job is he interested in?
3. Is working on a cruise ship only about food and beverage?
4. Does he need any training?
5. What course does he need to take?

Answer Key of Task 1

1. He has decided his future job. (line 1)
2. To work on a cruise ship. (line 2)
3. No, it isn't. (lines 6-8)
4. Yes, he does. (line 10)
5. An English course. (line 13)

Task 2

**Let's Read
and Write**



Read the text below and answer the questions.

Apprenticeship

Apprenticeship is a good activity for students who want to get work experience before they graduate from school. They will get the chance to work in a company although they have not graduated yet. The company will place them in the division which is related to their educational background. For example, in a supermarket, students with a Hotel and Tourism background are placed in the Fresh Section. They deal with the bakery and salad bar. In a bank, students from an accounting program are placed in the administration department. They are assigned to execute stock inventory, file and arrange in-coming and out-going letters. Indeed, students will not be placed in the high position, but it still gives many advantages to them.

What do the students actually gain in being an apprentice? Of course, they will earn money, but the valuable experience is the most important thing. In an apprenticeship program, they will improve their competency and learn to interact with people whom they meet in the working environment. By having more knowledge and network with a company, they will get a clearer future after graduating from school.

To be an apprentice, the students have to get an accompanying letter from the headmaster at school. This letter will inform the company that they are students that are willing to have a temporary job there. The company's personnel department will inform about the requirements. Some company may give a test, but the others may not.

Being an apprentice is very beneficial. It gives not only money, but also invaluable experience. So, never be hesitant to take a chance for apprenticeship.

(Source: C'nS Vol.1 No.7 in Widyantoro, Agus et al. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. page 26)

Vocabulary

apprentice /ə'prentɪs/	:	karyawan magang
apprenticeship /ə'prentɪsʃɪp/	:	pelatihan kerja/ magang
accompanying letter /ə'kʌmpəniŋ 'letə(r)/	:	surat pengantar
invaluable /ɪn'veljʊəbl/	:	sangat berharga

Now check these statements whether they are TRUE (T) or FALSE (F). Give the evidence for each answer and compare your answers with your classmates'. Number 1 has been done for you as an example.

Statements	T/F	Evidence
1. To be an apprentice, you should be a graduate.	F	Par. 1, lines 1-3
2. The company will place the apprentice in the division related to the educational background.		
3. You get both money and experience from apprenticeship.		
4. Students do not need an accompanying letter for apprenticeship.		
5. Companies always give a test for the apprentice.		

Answer Key for Task 2

Statements	T/F	Evidence
1. The company will place the apprentice in the division related to the educational background.	T	Par. 1, lines 3-4
2. You get both money and experience from apprenticeship.	T	Par. 2, lines 1-2, Par. 4 lines 1-2
3. Students do not need an accompanying letter for apprenticeship.	F	Par. 3, lines 1-2
4. Companies always give a test for the apprentice.	F	Par. 3, lines 4-5

Task 3

Check your reading comprehension again by answering these questions.

Then, compare your answers with your classmates.

1. What does apprenticeship mean?
2. In a supermarket, where are the students with Hotel and Tourism background placed?
3. If you are a student of an accounting program and you want to be an apprentice in a bank, what are your possible tasks?
4. What do the students gain from being an apprentice?
5. Explain how to take a chance for apprenticeship.

Answer Key for Task 3

1. Work training, a period of time working as an apprentice. (par. 1, lines 1-3)
2. In the Fresh Section, deal with the bakery and salad bar. (par. 1, lines 5-6)
3. To execute stock inventory, file and arrange in-coming and out-going letters. (par. 1, lines 7-9)
4. Both money and invaluable experience. (par. 2, lines 1-2 and par. 4, lines 1-2)
5. Get an accompanying letter from the headmaster at school, join a test given by the company (but not all companies give a test). (par. 3, lines 1-5)

Study the explanation below.

Adjective Clause

An adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. Adjective clauses are generally introduced or preceded by a relative pronoun such as:

- **who** (for people as subjects),
- **whom** (for people as objects),
- **which** (for things as subjects or objects),
- **whose** (to indicate possession), and
- **that** (for people or things as subjects or objects).

Here are some examples taken from the previous reading text.

1. Apprenticeship is a good activity for students.
The students want to get work experience before they graduate from school.
 Apprenticeship is a good activity for students **who** want to get work experience before they graduate from school.
2. They will improve their competency and learn to interact with people. They meet people in the working environment.
 They will improve their competency and learn to interact with *people* **whom** *they* meet in the working environment.

Task 4

Combine these sentences using the relative pronouns. Number 1 has been done for you.

1. The man is our sales manager. He likes to wear a blue shirt.
 The man **who** likes to wear a blue shirt is our sales manager.
2. April is the new secretary here. She has a high typing speed.

_____.

3. Lisa works as a secretary. She graduated from a secretarial college.
_____.
4. The students are apprentices here. We talked to them yesterday.
_____.
5. Mr. Andi is our colleague. He has an advertising company.
_____.
6. Rifky is the candidate of our new accountant. We will see her tomorrow.
_____.
7. Put is a mechanic. His job is to repair the car engines.
_____.
8. The waiter is very friendly. He serves us well.
_____.
9. Della gets a new job. The job is relevant to her educational background.
_____.
10. The new company recruits some applicants. It produces and trades machines.
_____.

Answer Key for Task 4

2. April, **who** has a high typing speed, is the new secretary here.
3. Lisa, **who** graduated from a secretarial college, works as a secretary.
4. The students to **whom** we talked to yesterday are apprentices here.
5. Mr. Andi, **who** has an advertising company, is our colleague.
6. Nanda, **whom** we will see tomorrow, is the candidate of our new accountant.
7. Rifky, **whose** job is to repair the car engines, is a mechanic.
8. The waiter **that** serves us well is very friendly.
9. Della gets a new job **which** is related to her educational background.
10. The new company **that** produces and trades machines recruits some applicants.

Information-Gap Activities: Three Words (Can You Find Me?)

Class is divided into two groups. Students sit in their seats; write down three adjectives describing themselves. Then they put their writings in a box provided. One student draws a paper from the box and reads the writing; the whole class guess who is the person being described.

F. LEARNING METHODS

Three-phase PPP: Presentation – Practice – Production

G. LEARNING ACTIVITIES

1. Pre-teaching

Opening

- T greets and calls the roll.
- T leads the prayer.
- T prepares the readiness of the Ss.
- Ss tell what they learned on the previous meeting.

2. Whilst teaching

- T distributes the dialogue sheet.
- Ss read the dialogue and discuss the new vocabulary.
- Ss answer the questions that follow.
- T distributes new text.
- Ss read the text and answer the questions that follow.
- Ss write T or F based on the reading.
- Ss answer the questions based on the reading.
- Ss study the grammar about Adjective Clauses.
- Ss write the sentences combined by adjective clauses.

3. Post-teaching (5 minutes)

- Ss and T make the conclusion of today's learning.
- Ss and T reflect on today's learning.
- T gives feedback to the Ss' performances.
- T tells the materials for the next meeting.
- T leads the prayer and takes a leave.

H. LEARNING RESOURCES

Widyantoro, Agus et al. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. page 26

LESSON PLAN-3

Name of the school	:	SMKN 3 Yogyakarta
Class	:	XI KR 4 (Eleven)
Semester	:	1 (One)
Subject	:	English
Language Skills	:	Speaking
Time Allocation	:	2 meetings

A. STANDARD OF COMPETENCY

2. Communicate in English at the Elementary Level.

B. BASIC COMPETENCY

2.3 Describe in detail one's job descriptions and educational backgrounds in spoken and written forms.

C. OBJECTIVE

Do job interviews in English.

D. INDICATORS

Students are able to:

- ✓ Pronounce the words correctly.
- ✓ Answer the questions based on the text.
- ✓ Write job interviews in English based on the model.
- ✓ Act the job interviews out with good intonation.

E. MATERIALS

Task 1

Here is a dialogue between an interviewer and an interviewee. Read the dialogue and consult your dictionary if you find any difficult words. Then answer the questions with your partner. Then, check your answers with your classmates'.

- Interviewer : Good morning, Mr. Zulkarnain.
- Interviewee : Good morning, Mr. Nugroho.
- Interviewer : You are applying for the position of atechanical engineer, aren't you?
- Interviewee : Yes, Sir.
- Interviewer : Could you tell me a little about your educational background?
- Interviewee: I have a degree in Technical Engineering from Yogyakarta State University.
- Interviewer : Can you tell me about your last job?
- Interviewee : I'm a motor mechanic in a developing company.
- Interviewer : Could you tell me what your duties are?
- Interviewee : I repair the engines of motorcycles.
- Interviewer : I would like to know whether you know your responsibilities if you are accepted here.
- Interviewee : As far as I know, a technical engineer is responsible for designing or building machines, engines or electrical equipment, or things such as roads, railways or bridges, using scientific principles.
- Interviewer : I would like to know why you are leaving your job.
- Interviewee : I want to get a more challenging job which is relevant to my educational background.

- Interviewer : I wonder if you could tell me something about what kind of person you are.
- Interviewee : I'm a hard worker. I agree to work on holidays.
- Interviewer : What would you say about your weaknesses?
- Interviewee : Some people say I'm a workaholic.
- Interviewer : What is your goal for the future?
- Interviewee : Working for a well-developed company like this company.
- Interviewer : OK, Mr. Zulkarnain. That's all for the interview today. I'll call you for the results later.
- Interviewee : Thank you for the interview.

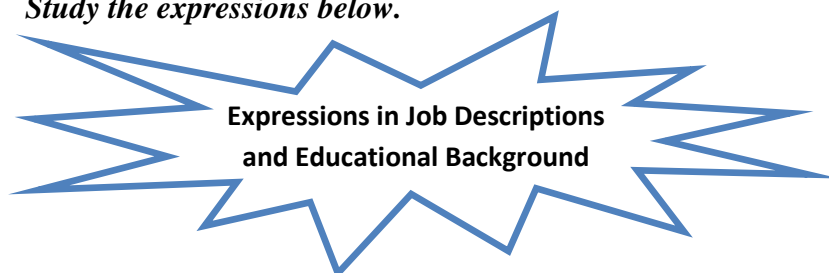
Questions

1. What position does the interviewee apply for?
2. What is his educational background?
3. What is his work experience?
4. Why does he want to leave his present job?
5. What is his responsibility if he is accepted in the company?

Answer Key for Task 1

1. A technical engineer. (line 3)
2. A graduate of technical engineering from Yogyakarta State University. (lines 7-8)
3. A motor mechanic in a developing company. (line 10)
4. To get a more challenging job which is relevant to his educational background. (lines 20-21)
5. To design or build machines, engines or electrical equipment, or things such as roads, railways or bridges, using scientific principles. (lines 15-18)

Study the expressions below.



1. Asking and telling about one's job descriptions

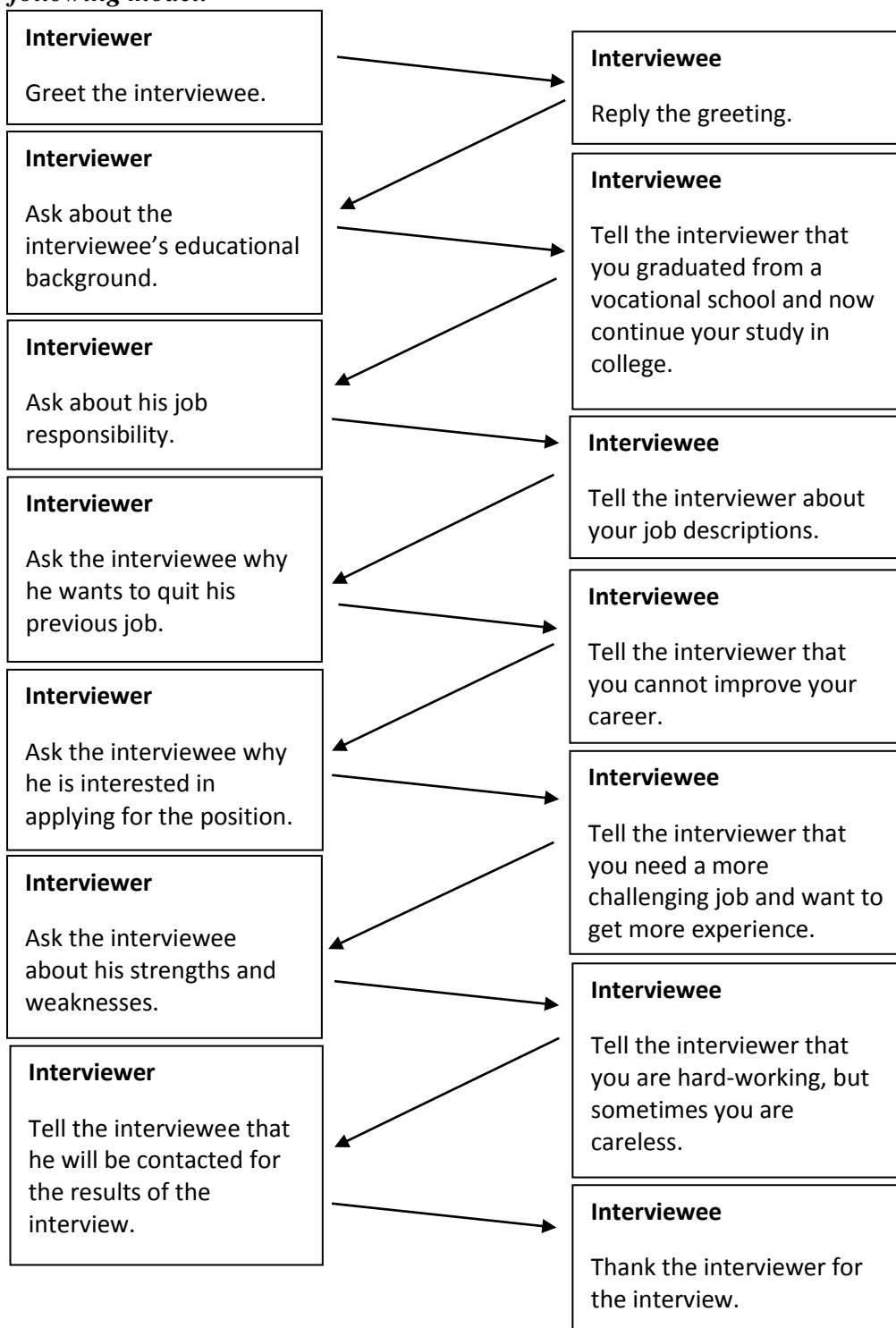
Asking about one's job descriptions		Telling about one's job descriptions
Formal	Informal	
Could you tell me what your duties are?	What are your duties?	My duties are to control and repair the car's engine.
I would like to know whether you know about your responsibility.	What is your responsibility?	A public relationship officer is responsible for maintaining a good relationship.
Can you tell me what your task is?	What is your task?	My task is to receive incoming phone calls.
I would like to know what you have to do.	What do you have to do?	I have to make financial reports.

2. Asking and telling about one's educational background

Asking about one's educational background		Telling about one's educational background
Formal	Informal	
Could you tell me a little about your educational background?	What is your educational background?	I have a degree in technical engineering.
Can you tell me where you graduated from?	Where did you graduate from?	I graduated from a secretarial college.
I would like to know about your major.	What is your major?	I majored in accounting.
I would like to know where you study.	Where do you study?	I study in a vocational high school.

Task 2

Work in a group of 5 and make a job interview in English. You may use the following model.



Information-Gap Activities: What Do You Think of Me?

The music starts; the students pass the ball to the one sitting on their left/right. Once the music stops, the student holding and giving the ball should play a game; the one giving the ball say an English word, the other shout an English word appearing on his mind, and vice versa. The game then continues once the two boys have done their turns.

F. LEARNING METHODS

Three-phase PPP: Presentation – Practice – Production

G. LEARNING ACTIVITIES

1. Pre-teaching

Opening

- T greets and calls the roll.
- T leads the prayer.
- T prepares the readiness of the Ss.
- Ss tell what they learned on the previous meeting.

2. Whilst teaching

presentation

- T distributes sheets containing job interview.
- Ss read the dialogue and answer the questions that follow.
- Ss discuss the expressions on asking and telling one's job descriptions and educational background.
- In a group of 5, Ss write job interviews based on the model.

3. Post-teaching (5 minutes)

- Ss and T make the conclusion of today's learning.
- Ss and T reflect on today's learning.
- T gives feedback to the Ss' performances.
- T tells the materials for the next meeting.
- T leads the prayer and takes a leave.

H. LEARNING RESOURCES

Widyantoro, Agus et al. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. page 26

LESSON PLAN-3

Name of the school	:	SMKN 3 Yogyakarta
Class	:	XI KR 4 (Eleven)
Semester	:	1 (One)
Subject	:	English
Language Skills	:	Speaking
Time Allocation	:	2 meetings

A. STANDARD OF COMPETENCY

2. Communicate in English at the Elementary Level.

B. BASIC COMPETENCY

2.3 Describe in detail one's job descriptions and educational backgrounds in spoken and written forms.

C. OBJECTIVE

Understand how to write job interviews in English.

D. INDICATORS

Students are able to:

- ✓ Pronounce the words correctly.
- ✓ Act the job interviews out with good intonation.
- ✓ Answer the questions based on the text.
- ✓ Write job interviews in English based on the model.

E. MATERIALS

Task 1

Here is a dialogue between an interviewer and an interviewee. Read the dialogue and consult your dictionary if you find any difficult words. Then answer the questions with your partner. Then, check your answers with your classmates'.

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- Interviewee : I'm a hard worker. I agree to work on holidays.
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- Interviewee : Some people say I'm a workaholic.
- Interviewer : What is your goal for the future?
- Interviewee : Working for a well-developed company like this company.
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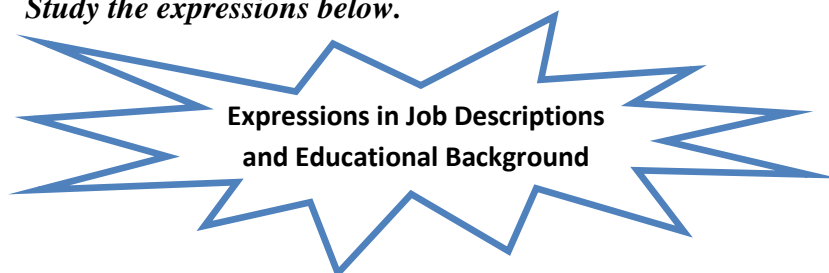
Questions

1. What position does the interviewee apply for?
2. What is his educational background?
3. What is his work experience?
4. Why does he want to leave his present job?
5. What is his responsibility if he is accepted in the company?

Answer Key for Task 1

1. A technical engineer. (line 3)
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Study the expressions below.



1. Asking and telling about one's job descriptions

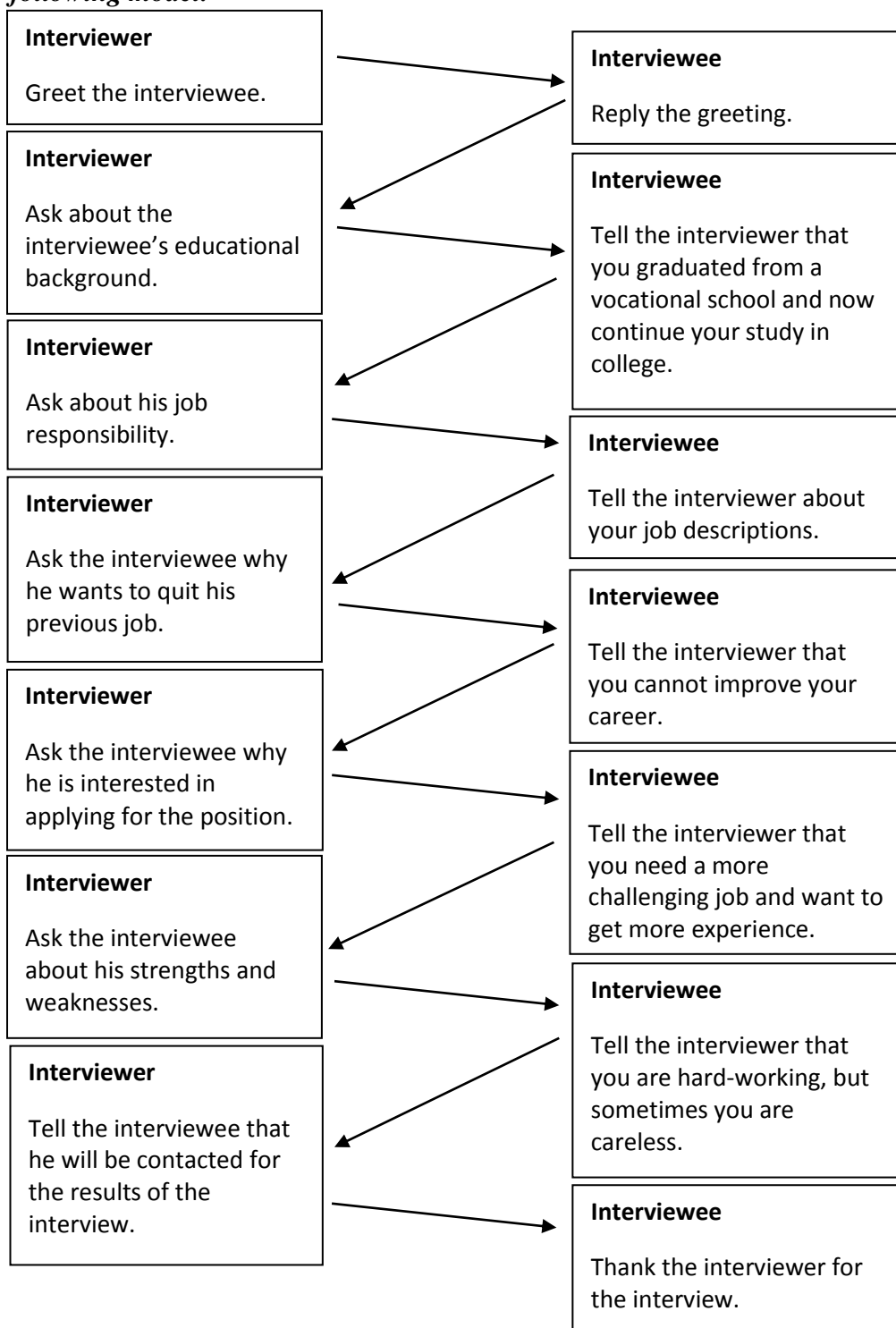
Asking about one's job descriptions		Telling about one's job descriptions
Formal	Informal	
Could you tell me what your duties are?	What are your duties?	My duties are to control and repair the car's engine.
I would like to know whether you know about your responsibility.	What is your responsibility?	A public relationship officer is responsible for maintaining a good relationship.
Can you tell me what your task is?	What is your task?	My task is to receive incoming phone calls.
I would like to know what you have to do.	What do you have to do?	I have to make financial reports.

2. Asking and telling about one's educational background

Asking about one's educational background		Telling about one's educational background
Formal	Informal	
Could you tell me a little about your educational background?	What is your educational background?	I have a degree in technical engineering.
Can you tell me where you graduated from?	Where did you graduate from?	I graduated from a secretarial college.
I would like to know about your major.	What is your major?	I majored in accounting.
I would like to know where you study.	Where do you study?	I study in a vocational high school.

Task 2

Work in a group of 5 and make a job interview in English. You may use the following model.



Information-Gap Activities: What Do You Think of Me?

The music starts; the students pass the ball to the one sitting on their left/right. Once the music stops, the student holding and giving the ball should play a game; the one giving the ball say an English word, the other shout an English word appearing on his mind, and vice versa. The game then continues once the two boys have done their turns.

F. LEARNING METHODS

Three-phase PPP: Presentation – Practice – Production

G. LEARNING ACTIVITIES

1. Pre-teaching

Opening

- T greets and calls the roll.
- T leads the prayer.
- T prepares the readiness of the Ss.
- Ss tell what they learned on the previous meeting.

2. Whilst teaching

- T distributes sheets containing job interview.
- Ss read the dialogue and answer the questions that follow.
- Ss discuss the expressions on asking and telling one's job descriptions and educational background.
- In a group of 5, Ss write job interviews based on the model.

3. Post-teaching (5 minutes)

- Ss and T make the conclusion of today's learning.
- Ss and T reflect on today's learning.
- T gives feedback to the Ss' performances.
- T tells the materials for the next meeting.
- T leads the prayer and takes a leave.

H. LEARNING RESOURCES

Widyantoro, Agus et al. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. page 26

**APPENDIX F:
OBSERVATION
CHECKLIST (THE
IMPLEMENTATION
PHASE)**

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

No.	Observation Items	Meetings					
		1	2	3	4	5	6
1. Pre-teaching	• The R greets the Ss	√	√	√	√	√	√
	• The R leads a prayer	√	√	√		√	√
	• The R asks the Ss' condition	√	√	√	√	√	√
	• The R calls the roll	√	√	√	√	√	√
	• The R brushes up at glance the last materials	√				√	√
	• The R explains the goal of teaching	√	√	√	√		√
	• The R gives the outline of the materials	√		√	√		
	• The R checks the Ss' readiness to learn	√	√	√	√	√	√
2. Whilst teaching	• The Ss read the texts	√	√	√	√	√	
	• The Ss identify the language functions, texts, and vocabulary	√	√	√	√	√	
	• The Ss do pronunciation drillings	√	√	√	√	√	√
	• The R gives the explanation	√	√	√	√	√	√
	• The R gives a chance to the Ss to asks questions or give opinions	√	√	√	√	√	√
	• The R checks the Ss' understanding	√	√	√	√	√	√
	• The Ss work in groups	√		√	√	√	√
	• The R explains the instruction of the tasks	√	√	√	√	√	√
	• The Ss try to speak English during the English class	√	√	√	√	√	√
	• The Ss use dictionaries during the class	√	√	√	√	√	√
	• The Ss become the volunteers at the class	√	√	√	√		
3. Post-teaching	• The R summarizes the materials given	√	√	√	√	√	√
	• The Ss and R makes a reflection towards the teaching and learning process	√	√	√	√	√	√
	• The R gives a preview of the upcoming materials	√	√	√	√	√	√
	• The R gives feedback towards the Ss performance	√	√	√	√	√	√

4.	Information-gap activities <ul style="list-style-type: none"> • The Ss do the grammar drillings • The Ss do an information-gap activities • The Ss and the R summarize the materials covered in the information-gap activities 	√				√	√
		√				√	√
		√				√	√



(Adapted from Ilmi, Annisa Nurul, 2012: 203-205)

APPENDIX G: SPEAKING RUBRIC

Aspects	Score	Criteria	Indicator
Pronunciation and Intonation	1	Poor	S' pronunciation and intonation are frequently troubled.
	2	Fair	S' pronunciation and intonation are sometimes not clear or accurate.
	3	Good	S' pronunciation and intonation are clear or accurate.
	4	Excellent	S' pronunciation and intonation are almost always clear or accurate.
Fluency	1	Poor	S hesitates too often when speaking, which interferes the communication.
	2	Fair	S speaks with some hesitation, with often interferes the communication.
	3	Good	S speaks with some hesitation, but it does not really interfere the communication.
	4	Excellent	S speaks smoothly, with little hesitation that does not interfere the communication.
Accuracy	1	Poor	S uses basic structures and makes frequent errors.
	2	Fair	S uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
	3	Good	S uses a variety of grammatical structures, but makes some errors.
	4	Excellent	S uses a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	S uses only basic vocabulary and expressions.
	2	Fair	S uses limited vocabulary and expressions.
	3	Good	S uses a variety of vocabulary and expressions, but makes some errors in the word choice.
	4	Excellent	S uses a variety of vocabulary and expressions and almost never makes errors in the word choice.

(Adapted from a speaking rubric proposed by J. Michael O' Malley and Pierce L. Veldez in Nurjanah, 2013: 122)

APPENDIX H: STUDENTS' WORKSHEETS

<p>I'm smart I'm handsome I'm patient I'm supel</p>  <p>Riky H</p>	<p>Name: Rio Nugroho</p> <p>1) I'm smart 2) Religious 3) Kind</p>	<p>Wahid . A</p> <p>- Tall - Islamic - smart</p>
<p>three words about <u>SAPTENO</u> iam: - HUMBLE - my hair is black - my skin is white.</p>	<p>I'm diligent I'm wild I'm clever</p> <p>رَبِّي فَزَوَّنَ</p>	<p>Nama: Riko Satara</p> <p>- Hand some - smart - Cute - Ungu *</p> <p>Q Mike - Fha X Q</p> <p>Wahyu Nur Ikhjan</p>
<p>Smile, smile, and smile</p> <p>Windarto</p>	<p>Taufik wijayanto</p> <p>Handsome, cute funny</p>	<p>- Smart - Handsome Friendly - Cute - cheerful</p>
<p>Nama = Yogi Prima Prastyu</p> <p>- Ungu - Smart - Cute - Handsome - Cool</p>	<p>Yahya fitria</p> <p>HandSome Lazy friendly</p>	<p>Nama : Rendi pamungkas (31) Kelas : XI IPA 4</p> <p>- smart - hand some - thin .</p>
<p>Phatthool Ungu Rasti</p> <p>Ayan Andi S.</p> <p>- Fat - Smart - Black skin</p> 	<p>- Supel - Lovely - hand some - humoris</p> <p>by: TRI MULYANTO</p>	<p>Handsome friendly Lazy</p> <p>Mr. Yazid Bostami 2</p>

The students' writings in the Three Words activity

Nama: Sandi Alvianto (8)
 Ryan Andi.S (7)
 Taufik W (14)
 Yuda S. (26)
 Septa . f. (10)
 Riko . s (2)

Interviewer : Good morning , Mr Ryan (G)

Interviewee : Good morning , Mr Gombloh (R)

Interviewer : Could you tell me about your educational background? (G)

Interviewee : ~~I have a degree in Tech STTK N 3~~ I am graduated from ~~STTK N 3~~ Yogyakarta. (R)

Interviewer : I would like to know whether you know your responsibilities if you are accepted here. (S A)

Interviewee : As far as I know, a technical engineer ^{is responsible for} and designing machines. (R)

Interviewer : Why ^{are} you ~~are~~ leaving your job? (Sep)

Interviewee : ~~I want to get a more challenging job~~ because ^{capitalize} i can't improve my career. (R)

Interviewer : Why you ~~are~~ interested in applying for the position? (Ben)

Interviewee : Because ~~this job~~ , I want to get a more challenging job. (R)

Interviewer : What is your weakness and strength? (Riko)

Interviewee : My strength ^{are I am} is diligent and hard worker. ^{however,} but some people say I'm careless. (R)

Interviewer : Ok, thank you Mr Ryan. I'll call you for the results later. (Ben)

Interviewee : Thank you for the interview. (R)

Name : Sartono (9)
 . Yohanes B.P (25)
 . Yudi Apriawan (27)
 . Yahya Fitria (22)
 . Taufik Bwi K. (13)

Interviewer 1 : Good afternoon !

Interviewee : Good afternoon, sir.

Interviewer 2 : You are studied at SMK N 3 Yogyakarta, aren't you? ^{didn't}

Interviewee : Yes, sir. I studied at SMK N 3 Yogyakarta.

Interviewer 3 : Can you tell me about your last job ?

Interviewee : I am a car mechanic in a developing company.

Interviewer 4 : Why ^{do} you want to quit your previous job ?

Interviewee : I quit my previous job because I ^{cannot} ^{capitalize} improve my career.

Interviewer 1 : Why ^{are} you interested in applying for the position?

Interviewee : I want to get more challenging jobs ^{which} is relevant to my educational background.

Interviewer 2 : What would you say about your weakness?

Interviewee : I think I'm lazy.

Interviewer 3 : OK ! the interview for today is finished. I'll contact you for the results later.

Interviewee : Thank you for the interview, sir !

Interviewer 4 : You're welcome.
^{check the spelling}

Kelompok :

Risky Hendrawan (1)
 Rio Nugroho ^{Fluent} (3)
 Rochmat Joko Tri Laksono (6)
 Suharyadi ^{Fluent} (12)
 Tri Mulyanto (16)

Rio : Good Morning, Mr. Adi.

Adi : Good Morning, ~~Mr. Rio~~ Sir.

Tri : Could you tell me about your educational background?

Adi : I'm graduated from SMK N 3 Yogyakarta.

Rochmat : What would your responsibilities if you are accepted here?

Adi : My responsibilities are ~~technical engineer~~, building machines, and repair ~~the~~ engine.

Risky : Why ^{are} you leaving your job?

Adi : Because I want to get a ^{better} good job. than ~~my~~ previous job.

~~Mr~~ Rio : You are applying for the position of a technical engineer, aren't you?

Adi : Yes, Sir.

Rio : What would you say about your strengths and weaknesses?

Adi : I'm ^a hard worker but I haven't known about communication. ~~I~~ ^{don't know how to communicate}

Rochmat : OK, Mr. Adi.

Risky : That's all for ~~the~~ the interview today. ^{We will} ~~call~~ call you for the results later.

Adi : Thank you very much. I hope ~~I will~~ ~~be~~ I am accepted.

~~Mr~~ Tri : You are welcome.

!

Nama:

- Rizky Maulana Saputra (5)
- Sony Damar Priyadi (11)
- Wakhid Abdullah (21)
- Yuffie Widayawan (28)
- Windarto (32)

Kelas: XI KR 4

ENGLISH

- Wakhid
~~Interviewer~~ : Good morning, Mr Windarto
- ~~Interviewee~~
Windarto : Good morning, Mr Wakhid
- Wakhid : What is your educational background?
- Windarto : I graduated from SMK N 3 Yogyakarta technical engineering and now continue at Gajah mada university
- Sony : What is your ~~responsibility~~ job responsibility? / / ✓
- Windarto : I repair a car's engine and sometimes I repair a motorcycle's engine
- Yuffie : Why you want to quit your previous job?
- Windarto : Because I have little ^{salary} honor in that job ^{fluent}
- Rizky : Why you interested in applying for the position? ^{not fluent}
- Windarto : Because I want get more experience
- Sony : What is your strengths and weaknesses sir? /
- Windarto : my strengths are I can repair a car's engine, hard worker, and my weaknesses I can't repair engine in electric equipment
- Wakhid : ok - Mr Windarto. That's all for the interview today. I'll call you for the result later. Thank you so much
- Windarto : yes - you're welcome.

ENGLISH CLASS

25/13 Rabu.

Nama : Wahyu Hermawan (18)

Wahyu Nur Ikhsan (19)

Wahyu Tri Susanto (20)

Yusuf Nugroho S (30)

Yunanto Purnomo (29)

Kelas : XI IPA

Job Task 6.

Wahyu Tri : "Good Morning Mr. Hermawan?"

Hermawan : "Good morning Mr Wahyu."

Yusuf : "Where you graduated school from?"

Hermawan : "I am Graduated from SMK N 3 Yogyakarta."

Wahyu : "What is your Major?"

Hermawan : "I am majored in automotive."

Yunan : "What you now continue your study in college?"

Hermawan : "No, because I want to work in Mitsubishi Motors."

Wahyu Tri : "What do you have to do this company?"

Hermawan : "I have ~~the~~ skill in automotive field." not fluent

Yusuf : "What your skill in automotive?" not clear

Hermawan : "I ~~can~~ ~~can~~ tune up engine, repair engine ~~parts~~ and etc."

Wahyu : "Oh yeah your skills are needed in this company."

Yunan : "Ok, Mr. Hermawan. That's all for the interview today. I'll call you for the result later."

Hermawan : "Thank you for the interview."

Nama : Yuta Pamungkas irawan
 Yogi prima prasetya
 Rizal subagyo
 Yazid kustomi .z
 Tulus dri gundoro
 Pesar saipul .A

(Yuta)
 Interviewer ~~Rizal~~ : Good morning, Mr Rizal.

Interviewee ~~Rizal~~ : Good morning, Mr Yuta.
 (Rizal)

Interviewer (Yogi) : What is educational background?

Interviewee (Tulus) : I graduated from SMA N 3 Yogyakarta

Interviewer (Yazid) : I would like to know whether you know your responsibilities if you are accepted here.

Interviewee (Rizal) : As far as I know, a OB is responsible for serve guests.

Interviewer (Yuta) : I would like to know why you are leaving your job

Interviewee (Tulus) : Because the salary doesn't meet my expectation

Interviewer (Pesar) : OK I accepted you in this company.




Interviewee (Rizal+Tulus) : OK Thanks you very much.

**APPENDIX I:
STUDENTS'
SPEAKING SCORES**

The Students' Pre-test and Post-test

No.	Name	Pre-test		Post-test	
		1-32 Scale	1-100 Scale	1-32 Scale	1-100 Scale
1.	Student 1	16	75	26	85
2.	Student 2	11	70	24	85
3.	Student 3	17	75	29	90
4.	Student 4	20	80	26	85
5.	Student 5	-	-	30	90
6.	Student 6	13	75	29	90
7.	Student 7	20	80	27	85
8.	Student 8	16	75	29	90
9.	Student 9	-	-	29	90
10.	Student 10	14	75	20	80
11.	Student 11	23	85	32	90
12.	Student 12	19	80	31	90
13.	Student 13	20	80	32	90
14.	Student 14	25	85	29	90
15.	Student 15	12	70	25	85
16.	Student 16	17	75	29	90
17.	Student 17	14	75	26	85
18.	Student 18	14	75	31	90
19.	Student 19	21	80	31	90
20.	Student 20	-	-	31	90
21.	Student 21	24	85	32	90
22.	Student 22	20	80	32	90
23.	Student 23	21	80	-	-
24.	Student 24	12	70	-	-
25.	Student 25	20	80	32	90
26.	Student 26	21	80	30	90
27.	Student 27	-	-	28	90
28.	Student 28	11	70	28	90
29.	Student 29	18	80	28	90
30.	Student 30	14	75	31	90
31.	Student 31	21	80	25	85
32.	Student 32	22	80	28	90

No.	Name	Post-test													
		I&P		Mean (R+C) 2	Acc		Mean (R+C) 2	Voc		Mean (R+C) 2	Flu		Mean (R+C) 2	Total	
		R	C		R	C		R	C		R	C		R	C
1.	Rifky Hendrawan	3	3	3	4	3	3.5	3	4	3.5	3	3	3	13	13
2.	Riko Sahara	3	3	3	3	3	3	3	3	3	3	3	3	12	12
3.	Rio Nugroho	3	3	3	4	4	4	4	4	4	3	4	3.5	14	15
4.	Rizal Subagyo	3	3	3	3	3	3	3	4	3.5	3	4	3.5	12	14
5.	Rizky Maulana Saputra	4	3	3.5	4	4	4	4	4	4	4	3	3.5	16	14
6.	Rochmat Joko Trilaksono	4	3	3.5	4	3	3.5	4	4	4	4	3	3.5	16	13
7.	Ryan Andi S.	3	3	3	3	4	3.5	4	4	4	3	3	3	13	14
8.	Sandi Alvianto	4	4	4	3	4	3.5	3	4	3.5	4	3	3.5	14	15
9.	Sartono	3	3	3	4	4	4	4	4	4	4	3	3.5	15	14
10.	Septa Fitanto	2	3	2.5	2	3	2.5	2	3	2.5	2	3	2.5	8	12
11.	Soni Damar Pribadi	4	4	4	4	4	4	4	4	4	4	4	4	16	16
12.	Suharyadi	4	3	3.5	4	4	4	4	4	4	4	4	4	16	15
13.	Taufik Dwi K.	4	4	4	4	4	4	4	4	4	4	4	4	16	16
14.	Taufik Wijayanto	4	4	4	3	4	3.5	4	4	4	3	3	3	14	15
15.	Tresar Saiful Anwar	3	3	3	3	3	3	3	4	3.5	3	3	3	12	13
16.	Tri Mulyanto	4	3	3.5	4	3	3.5	4	4	4	4	3	3.5	16	13
17.	Tulus Tri Guntoro	3	3	3	3	3	3	3	4	3.5	3	4	3.5	12	14
18.	Wahyu Hermawan	4	4	4	4	4	4	4	4	4	4	3	3.5	16	15
19.	Wahyu Nur Ikhsan	4	3	4	4	4	4	4	4	4	4	4	4	16	15
20.	Wahyu Tri Susanto	4	4	4	4	4	4	4	4	4	4	3	3.5	16	15
21.	Wakhid Abdullah	4	4	4	4	4	4	4	4	4	4	4	4	16	16
22.	Yahya Fitria	4	4	4	4	4	4	4	4	4	4	4	4	16	16
23.	Yazid Bustami Zulkarnain	-	-	-	-	-	-	-	-	-	-	-	-	0	0
24.	Yogi Prima Prasetya	-	-	-	-	-	-	-	-	-	-	-	-	0	0
25.	Yohanes B. P.	4	4	4	4	4	4	4	4	4	4	4	4	16	16
26.	Yudha Sri Yanto	3	3	3	4	4	4	4	4	4	4	4	4	15	15
27.	Yudi Apriawan	3	3	3	4	4	4	4	4	4	3	3	3	14	14
28.	Yuffie Widyawan	4	3	3.5	4	3	3.5	3	4	3.5	4	3	3.5	15	13
29.	Yunanto Purnomo	3	3	3	3	3	3	4	4	4	4	4	4	14	14
30.	Yusuf Nugroho Setianto	4	4	4	4	4	4	4	4	4	4	3	3.5	16	15
31.	Yuta Pamungkas Irawan	3	3	3	3	3	3	3	4	3.5	3	3	3	12	13
32.	Windarto	3	3	3	3	3	3	4	4	4	4	4	4	14	14
Pearson's coefficient correlation (<i>r</i>)		0.935613													

 = pre-test
 = post-test
 = excluded

R = scores from the researcher
 C = scores from the collaborators

I&P	= intonation and pronunciation	Voc	= vocabulary
Acc	= accuracy	Flu	= fluency

APPENDIX J: ATTENDANCE LISTS

The attendance list during the implementation of the actions

No.	Name	Cycle I			Cycle II		
		14/9	18/9	20/9	21/9	25/9	27/9
1	Rifky Hendrawan	.	.	.	.	.	.
2	Riko Sahara	.	-	.	.	.	.
3	Rio Nugroho	.	i	.	.	.	.
4	Rizal Subagyo	.	-	.	.	.	.
5	Rizky Maulana Saputra	-	.	.	.	.	.
6	Rochmat Joko Trilaksono	.	.	.	.	.	.
7	Ryan Andi S.	.	-	.	.	.	.
8	Sandi Alvianto	.	.	.	.	.	.
9	Sartono	.	-	.	.	.	.
10	Septa Fitanto	.	.	.	.	.	.
11	Sony Damar Pribadi	.	.	.	.	.	.
12	Suharyadi	.	.	.	.	.	.
13	Taufik Dwi Kurniawan	.	-	.	.	.	.
14	Taufik Wijayanto	.	-	.	.	.	.
15	Tresar Saiful Anwar	.	-	.	.	i	.
16	Tri Mulyanto	.	.	.	.	.	.
17	Tulus Tri Guntoro	.	.	.	.	.	.
18	Wahyu Hermawan	.	i	.	.	.	.
19	Wahyu Nur Ikhsan	.	-	.	.	.	.
20	Wahyu Tri Susanto	.	.	.	.	.	.
21	Wakhid Abdullah	.	.	.	.	.	.
22	Yahya Fitria	.	.	.	.	.	.
23	Yazid Bustami Zulkarnain	.	-	.	.	.	.
24	Yogi Prima Prasetya	.	-	.	.	.	.
25	Yohanes Bambang Priharto	.	-	.	.	.	.
26	Yudha Sri Yanto	.	-	.	.	.	.
27	Yudi Apriawan	.	-	.	.	.	.
28	Yuffie Widyawan	.	.	.	.	.	.
29	Yunanto Purnomo	.	.	.	.	.	.
30	Yusuf Nugroho Setianto	.	-	.	.	.	.
31	Yuta Pamungkas Irawan	.	-	.	.	.	.
32	Windarto	.	.	.	.	.	.

The attendance list of the pre-test and post-test

No.	Nama	Pre-test		Post-test
1	Rifky Hendrawan	.	.	.
2	Riko Sahara	.	.	.
3	Rio Nugroho	.	.	.
4	Rizal Subagyo	.	.	.
5	Rizky Maulana Saputra	.	.	.
6	Rochmat Joko Trilaksono	.	.	.
7	Ryan Andi S.	.	.	.
8	Sandi Alvianto	.	.	.
9	Sartono	.	s	.
10	Septa Fitanto	.	.	.
11	Sony Damar Pribadi	.	.	.
12	Suharyadi	.	.	.
13	Taufik Dwi Kurniawan	.	.	.
14	Taufik Wijayanto	.	.	.
15	Tresar Saiful Anwar	.	.	.
16	Tri Mulyanto	.	.	.
17	Tulus Tri Guntoro	.	.	.
18	Wahyu Hermawan	.	.	.
19	Wahyu Nur Ikhsan	.	.	.
20	Wahyu Tri Susanto	.	.	.
21	Wakhid Abdullah	.	.	.
22	Yahya Fitria	.	.	.
23	Yazid Bustami Zulkarnain	.	.	-
24	Yogi Prima Prasetya	.	.	-
25	Yohanes Bambang Priharto	.	.	.
26	Yudha Sri Yanto	.	.	.
27	Yudi Apriawan	-	-	.
28	Yuffie Widyawan	.	.	.
29	Yunanto Purnomo	.	.	.
30	Yusuf Nugroho Setianto	.	.	.
31	Yuta Pamungkas Irawan	.	.	.
32	Windarto	-	.	.

APPENDIX K: FIELD NOTES

Field note of the 1st observation, February 16th, 2013

The English teacher and the researcher entered the class. The teacher greeted the students. “*Assalamu’alaikum*”, said the teacher. “*Wa’alaikumussalam*”, the students answered loudly. “How’s life?” “Fine”, some students answered, while others were still busy with their own business. He warned the students who were busy talking with their friends. He called the roll and the students responded positively. There were thirty four students that day, two students were absent. Then he wrote the task for the next week on the blackboard, which was to memorize at least thirty irregular verbs.

The theme was ‘Expressing Regret’ which had been discussed since the previous meeting. The teacher used a module written by the teaching team of the school. All students had the modules with them.

Then the class discussed a new theme that was ‘Asking for and Giving Permission’. Indonesian language was used mostly during the teaching and learning process. The teacher wrote new vocabulary on the blackboard and asked the students to write them on their notebooks. He then translated the words.

After the break, the teacher asked the students to open their dictionaries to look for some vocabularies. He then asked those who did not bring it to come to the front of the class and punished them physically. It was almost half of the class did push-ups in front of the class. Then he reminded the students that they need to bring dictionaries with them in his classes.

The students opened their modules and read the conversation after the teacher. After that, they worked in pairs and made two conversation scripts based on the instructions from the teacher. Some pairs performed great performances while some others could not improve their ideas yet. Each pair practiced it in front of the class for about fifteen minutes. Some pairs performed confidently while some others looked hesitant in pronouncing some words. They also made some mispronunciations. The teacher did the correction to the students’ mispronunciations and the students corrected their pronunciations after the teacher showed them. They were discussing a new topic that was ‘Command and Request’ when the bell rang. The teacher asked the researcher to use his class for the first hour on the next meeting.

Field note of the 2nd observation, February 23rd, 2013

On that day, thirteen students were absent. The researcher asked a student why his friends were missing and he said that the condition had been happening lately during the English class. He explained that actually most of them did not like English subject and that they came just because they were afraid of the teacher.

The researcher proposed an information-gap activity which was guessing game. The class was divided into six big groups containing four to five students. The students sitting on the same column became one group. Then a representative of each group drew a lottery on which a category was written. The researcher explained the rule of the game that they would stand in front of the class; one group at a time. They should stand in a line. She would show a card containing a word belonged to the category the group selected before to the boy standing in the end of the line. Then he drew the intended word and showed it to the person standing in front of him. The situation applied to all members of the group. Then, the person standing in the front had to tell the class what was the intended word.

The students did the activities enthusiastically; the group performed tried hard to draw the intended object in order to make the next person understand it well, the rest of the class laughed when a group failed in doing the mission. There should be no one talking during the activity but some of them broke the rule, maybe because the instruction was not clear. One group failed in the game because a member did not know the intended word; which was 'fork'. Two students came late so they did not join the activity.

After the break, the English teacher came and handled the class. The researcher then observed the class from the back seat. The students were to memorize the thirty irregular verbs in front of the teacher. The researcher helped the teacher in taking the score for the performances. Some students showed great performances while some others could not pronounce some words properly; they pronounced the words as they were written.

The researcher reminded them and some of them corrected their pronunciation while some other did not care of it. They said, "*Yo ben tho Mbak, sik penting telung puluh tho?*" said one student. The researcher told him that it was not, but he did not care. After the performance, the teacher did not give feedback on the students' performances since the bell has rung.

Field note of the 1st meeting, September 14th, 2013

After leading the prayer, the researcher greeted the students then asked, "How are you?" The students replied, "Yes." She corrected the students' response. Then, she was asking the students to prepare the handouts that were given on the previous meeting when they started to make noise. She then warned them that they were allowed to make noise but they must speak English. "Okay, listen. From now on, you are allowed to make any noises but you must say it in English. Okay?" The class was silent for a moment. After some minutes passed, a student shouted "Go home... Go home", but the researcher only gave him a smile as the answer.

When the researcher called the roll, some students were busy with their activities; one of them seemed sleeping. After that, the researcher explained the activities that day, but the students did not pay attention to her, so she said, “Hello.” “Hi”, the students replied. “Are you with me?” she asked. “Yes”, replied the students. Then she re-explained the topic for the day: that is one’s job description. Some students said they did not know what job descriptions meant. “What is job?” the researcher prompted. “Pekerjaan”, the students answered. “Then, what is description?” The students answered. “*Deskripsi*.” “Yes, *deskripsi*. So, what is job description?” “*Deskripsi pekerjaan*”, answered the students.

The researcher showed a picture of a mechanic repairing a car’s engine to the class. She asked, “Can you see this? This is a...?” “Mechanic” the students answered confidently. The picture grabbed the students’ attention since the occupation was the students’ future job. It was presented in a paper because there was no LCD in the class. Some questions about the picture were asked and the students could answer them well since they were familiar with the occupation.

Then she asked their fathers’ occupations. “Whose father is a farmer?” There was a student who always raised his hand whenever she mentioned an occupation. “Are you okay?” asked the researcher. It made the class laughed.

An expression of asking one’s occupation was asked by the researcher. “What is your father?” “Paidi”, a student mentioned his father’s name, followed by the others. The researcher laughed and wrote the expression on the whiteboard. Then she explained that she did not ask his father’s name. She also wrote “Who is your father?” on the board and asked the students to compare the two expressions. She then explained that the second expression is used to ask one’s name while the first one is used to ask one’s occupation. “Oh...” the students got the point and laughed.

The researcher then started the discussions of the topic on the handout. First she asked a student to read the instruction, and then she guided the students to understand the instruction by asking the meaning of some words. Some students did not know the words so she asked them to prepare their dictionaries. She added that the dictionary must be the printed one to prevent them from doing unwanted activities while pretending to look for the words, i.e. texting or accessing the internet. She praised a student who brought a printed one. However, most of them did not bring theirs. “*Kalau nggak bawa kamus bisa mengartikan kata-katanya po?*” “Yes”, shouted them. “Are you sure?” “Yes”, they answered enthusiastically, but the researcher said that she believed it was a lie and the students laughed.

The students then did pronunciation drillings enthusiastically. When they mispronounced the words, the researcher did the correction. They were seemed not familiar with some words so they mispronounced some words, i.e. ‘construction’ was pronounced /kɒn'strʌkʃn/ instead of /kən'strʌkʃn/. After

the third repetition, they were able to pronounce it correctly. The researcher asked the left row to pronounce ‘businessman’ and they pronounced it as /'bɪsnɪsmən/. Then she wrote the phonetic transcription on the whiteboard and guided the students to read it. She also helped the students to find the stress. She also associated some sounds with the sounds in other languages; i.e. /ʃ/ is pronounced as /ش/ in Arabic and as /sy/ in Indonesian language.

Finishing the pronunciation drillings, the students completed the tasks in pairs. The researcher walked around the class to help those who found difficulties in completing the tasks. Five minutes passed and the class then discussed the tasks. In the middle of the discussion, the researcher heard music so she asked whether the students wanted to sing and the music stopped immediately. Then the class continued the discussion.

The students then did pronunciation drillings on the words that they would find in the listening section. The researcher explained how to pronounce /θ/ in thank you, thing, and think. She wrote ‘birthday’ on the whiteboard and asked some students to pronounce it. All of them pronounced ‘birth’ as /bɜːd/. The researcher corrected their pronunciation by writing ‘bird’ and asked them to differentiate the pronunciation of the two words. She said, “Put your tongue between your teeth, /'bɜːθdeɪ/”. “/'bɜːθdeɪ/ to you...” and they sang happy birthday song together and clapped their hands. The researcher and the collaborator were so surprised that they could not help smiling.

The class then listened to the recordings but they could not listen to it clearly since the sound was not loud enough. Then the researcher allowed them to come forward in order to be able to listen it. The class became more conducive and the students were calmer.

There were 15 minutes to go and the students were prepared to do an information-gap activity called ‘20 Questions’. The game required the students to guess the occupation written by asking yes/no questions about job descriptions. It aimed at giving the students chance to recall the occupations they had learnt. The researcher explained the instruction and drilled them the yes/no questions which would be used in the activity. To boost the students’ motivation, the researcher stated that whoever could guess the words correctly could go home immediately. However, some students were so enthusiastic that they stayed in the class and join the activities although they were successful in guessing the words. When the bell rang, there were about ten students remained in the class.

Field note of the 2nd meeting, September 18th, 2013

The English teacher and the researcher entered the class right after the bell rang. The English teacher came to inform that she had rescheduled the lessons for Saturdays; English was scheduled at 7:00, while Physics would be the last lesson of the days, replaced the English. The English teacher and the researcher were surprised that there were so many empty seats in the class. Nine students were in the classroom; doing their business. The researcher greeted them and they told her that fifteen students were absent without giving permission letters. Two students excused themselves because they needed to prepare themselves for the students exchange. "*Banyak yang nggak berangkat Mbak*", a student said. "*Lima mbolos Mbak*", other student added. "*Nek karo sing ra mangkat dadi limolas yo.*" "*Iyo. Jadi lima belas Mbak yang nggak berangkat*", the students kept reporting when the researcher was preparing for the class. "*Iya, tadi saya juga ketemu yang mbolos berlima. Tak tegur malah tetep pulang. Udah nggak papa, malahane, nggak rame tho kelasnya?*", the researcher answered. "*Mbak, yang pulang tadi yang pinter-pinter lho Mbak, ini yang di sini yang nakal-nakal lho Mbak*", the first student said. "*Mosok?*" the researcher replied. The students kept talking while the researcher was busy preparing for the recording because no collaborator accompanied her so she only smiled to respond the students.

The class started when the researcher finished preparing the equipment. "Hello, good afternoon", as usual the researcher greeted the students. "Hello, good afternoon", the students answered. "Umm... Before we start our class, let's pray..." the researcher said. "Together", a student said. "Sh", a student warned him. "Shall we?" The researcher continued leading the prayer. The class prayed quietly. "Thank you", the researcher ended the prayer.

A student was busy with his hand phone so the researcher warned him by saying, "Please keep your hand phone." "Yes", a student answered while the person kept doing something with his hand phone. "Keep your hand phone", the researcher replied because it seemed that the student did not understand what she wanted to say. "Hand phone", a student repeated after the researcher. "*Hapenya dimasukkan dulu*", finally, the researcher translated into Indonesian language.

"Alright. Today we are going to talk... we will continue this", the R said while showing the worksheets that had been given to the Ss on the previous meeting. "*Nganggo bahasa Indonesia wae*", an S protested since he found it difficult to understand what the R was talking about. "*Nganggo bahasa Indonesia wae Mbak, angel angel*", other S added. "*Melanjutkan ini yang kemarin. Kan kemarin kan listeningnya tidak terlalu jelas*", the researcher translated into Indonesian language. "*Iya*", a student responded. The researcher continued, "*Sekarang udah tak bawain speaker*". A student replied, "Uh-huh?" "*Makasih... Makasih Kakak*", another student replied.

“Nanti yang salah dibetulkan”, the researcher kept giving the instruction. Then the R called out the Ss’ names to give their worksheets back. The Ss came forward and took theirs. *“Udah? Ada yang belum bagian?”* the R asked. *“Sudah”*, some Ss answered. *“Coba, kok kayaknya kerjanya mirip-mirip ya? Kompak banget ya”*, the R started to check the works. The students responded but their voices were not clear enough to hear. *“Alright, we will... from... Task 4. Please find task 4”*, the researcher said. Then she asked a student sitting at the back of the class to come to the front row but he said it was okay to sit at the back since there were many empty seats so he was able to enjoy the class. A student said he felt like in a VVIP class since there were only ten students in the room.

The R checked whether the students found any new words then they discussed the words by translating it into Indonesian language. She then guided the students to differentiate the use of boring and bored. In the middle of the discussion, three students came and the class became noisy. The researcher asked their readiness to join the class. Then the discussion and the pronunciation drillings continued. The researcher reminded the students about the way /θ/ is pronounced.

Two students came and the class became more live. Then the students did listening section. The recording could be heard clearly that time and the students found it easy to understand what the people in the conversations said. To check their listening comprehension, the recording was paused and the questions asked. The students could answer it well and looked satisfied with their capability in understanding the message of the conversation. In the middle of the discussion, the bell rang and everyone in the class was silent and looked confused since there should be 45 minutes to go. Then a student said that it might be because the teacher would have a meeting so the class dismissed earlier. The discussion stopped then. The researcher re-checked the students’ attendance then dismissed the class.

Field note of the 3rd meeting, September 20th, 2013

A collaborator and the researcher came to the class at 1:00 p.m. The collaborator went to the back row to take the video and field notes. The researcher started the class by leading a prayer. Then she returned the students’ pre-test sheets. She also gave the papers of the students who were absent on the previous meeting.

The students were not ready for the class; some of them were singing, some were talking with their classmates, while some others walking around. The researcher asked for their readiness. *“Okay, hello class”*, she shouted. *“Hello”*, some of them answered. *“Let’s see Task 7. Hello”*, she shouted because some students kept talking loudly. *“Hi”*, more students responded to her. They were so noisy; the researcher knocked the table to make them

calmer but nobody listened to her so she shouted that they should go back to their seats. “Go back to your seat, go back to your seat”, she said. She waited until the students were ready and then she began the discussion. The activity in task 7 was guessing one’s occupation based on the job descriptions and vice versa. The researcher asked what did the people do and the students did not find any difficulties in answering the questions. However, to make sure that the students did not guess the answers randomly, she asked them to mention the sentences supporting their answers. “*Taunya dari mana?*” she asked. The students showed the line and some others read it.

Then they moved to Task 8, which is to write the job descriptions based on the occupations. The researcher gave an example on how to complete the task. Then in pairs, the students discussed the answers in the 10 minutes given. The researcher asked whether they found any new words. “*Oke, ada yang belum tahu artinya?*” “*Apa Mbak?*” a student asked. “*Ada yang belum tahu artinya dari Task 8?*” “*Greengrocer apa Mbak?*” a student raised his hand and asked. “Who knows greengrocer?” Nobody answered; they were busy discussing the task with their partners. “*Tukang sayuran*”, answered the researcher.

In this meeting, the researcher started calling some students to make them realize that their teacher knows them in personal and that everybody in the class was important. “*Mana pasanganmu? Sama Yahya?*” She mentioned a student’s name. “*Weh, apal lho*”, they looked happy when the researcher called their names. “Apal dong,” and then she mentioned their names. They looked excited and asked whether the researcher knew their names. Fortunately, she knew the names of the students in that group. Calling the students’ names was also effective when she wanted to make them calmer.

Then the researcher asked who wanted to write down their answers on the whiteboard and surprisingly, the students were very excited. They showed their enthusiasm by queuing in front of the board.

Then the students discussed the answers with the researcher. Some of them came forward and sat on the first and second rows and were actively engaged in the discussion. A student wrote “to repair electric”, so the researcher asked the class how the sentence should be written. “*Salah Mbak, salah*”, a student from the back row enthusiastically shouted. “To repair what?” “Electronic”, a student from the same line answered. “Electronic equipment”, the researcher clarified the answer.

Finishing the discussion, the students prepared themselves to go home. Before dismissing the class, the researcher asked what they had learnt since the first meeting. “Hello, everybody. So, what did you get from our meetings?” “Yes”, a student answered. “*Terimakasih... Terimakasih...*” a student misunderstood the researcher’s question as a farewell. “Have a nice weekend”, a student said. “*Apa yang kalian dapatkan dari pertemuan pertama sampai sekarang?*” “*Dapet banyak.*” “*Terima kasih Kakak.*” “*Kalo sudah sukses*

jangan lupa Mbak” “*Besok datang lagi Mbak.*” She then asked whether the students had any questions but they said that they did not have any. Then the researcher led the prayer and dismissed the class.

Field note of the 4th meeting, September 21st, 2013

The class began by saying a prayer led by a teacher from the teachers’ room. Then the class sang Indonesia Raya, the national anthem of Indonesia. After that, the researcher greeted the class and checked their condition. Nobody was absent that day.

The researcher gave the students’ works back before she gave a new handout for that day. The class started early in the morning and the students were much calmer so the researcher found no difficulties in managing the class.

Since it was still early morning, the researcher wanted to begin the class in a fun way. Therefore, for the ice breaking, she wrote a famous tongue twister, ‘I see she sells seashells in the seashore’, on the whiteboard. She then read the sentence, followed by the students. Some students found it difficult to read the sentence. Therefore, the researcher trained them to read it in slowly at first, then faster and she pointed out some students to read it. The environment became more conducive to study, so the researcher instructed to begin the discussion.

A student read the instruction for the class, and then the class discussed what it was about. Then the students practiced the dialogue in pairs with the help of the researcher. They found it interesting since it was a new text and, in addition, they worked with their friends.

After that, the students acted the dialogue out in front of the class. They were enthusiastic and well-controlled. They were happy because the researcher took their videos. Moreover, some students who used to skip the class willingly performed the dialogue. However, some students sitting at the back row did not perform the dialogue.

After that, the students went back to their seats and answered the comprehension questions related to the dialogue orally. They also did pronunciation drills, especially on the words which are mostly mispronounced during the practice. The students listened to the pronunciation from the electronic Cambridge dictionary then repeat after it. Sometimes, they pronounced it more than once until the researcher thought their pronunciations were correct.

Then they read a new text entitled ‘Apprenticeship’. As usual, the researcher played the role of the resource; walked around the class and

allowed the students to study the text by themselves. Whenever they found difficulties, they could ask her.

After reading the text, the students then did pronunciation drillings. Sometimes they listened to the electronic Cambridge dictionary in order to know the right pronunciation. Understanding the idea of the text, the students then answered comprehension questions about it. The questions aimed at stimulating their thinking skills in finding the details and making conclusions. The bell rang and the students submit their works.

Field note of the 5th meeting, September 25th, 2013

The researcher and a collaborator came to the class right after the bell rang. Then the English teacher came to the class and sat on an empty seat to monitor the process. As usual, the class started by checking the students' readiness, saying a prayer, and checking the students' attendance. A student was missing that day.

The students then received their previous works. Before continuing their discussion, the students did an information-gap activity namely Three Words. The instruction was as follows. Every student wrote three words describing them on a piece of paper; it could be their strengths or weaknesses. The papers then were put in a box. A student then drew a lottery from the box and read the words aloud. Then, the rest of the class guessed the person being described. The activity was aimed at helping the students explore their strengths and weaknesses and to express it in English. Furthermore, in the job interview, questions about strengths and weaknesses are frequently asked. The class enjoyed the activities and was well-controlled since their English teacher was there. After a while, the class stopped the activities and continued discussing the tasks in the handouts. The English teacher excused herself and left the researcher with the students.

The day's topic was presenting an example of job interview. Two students acted the dialogue out with the help of the researcher; the rest of the class enjoyed the performance and assessed it.

The students found a new word, i.e. duty, and discussed the meaning. Then the class was divided into two; a group would read the interviewer's lines and the other would read the interviewee's. Later they would perform a job interview, so in that occasion they were trained to read the lines fluently and accurately; the researcher read a line then the students repeated after her. Some students sitting at the back rows could not concentrate on the lesson and distracted the others, so the researcher warned them by saying that those wanted to make noises were permitted to wait outside the class until the end of the class. The class was silent for a while. Then, a minute later, they started to make noises while the students sitting at the front rows asked the

researcher to just continue the discussion. The researcher then continued explaining the materials and sometimes warned the students not to make noises.

The class also discussed the pronunciation of the when it is followed by vowel and consonant sounds. A student knew the rule but he was not confident enough when the researcher asked him to explain the reason. Then the researcher explained concord by taking a sentence from the dialogue.

Then, to grab the students' attention, the researcher discussed the answers of the questions orally in high speed. Some students became more aware of the lesson and being able to concentrate on the discussion.

The researcher then explained that the students could start writing their scripts for the job interviews. The bell rang, so they submitted their works and would continue their writings on the next meeting.

Vignette of the 6th meeting, September 25th, 2013

The class started by saying a prayer and checking the students' attendance. After that, the students continued writing their job interview scripts in groups. The researcher moved around the class to help them while the collaborator took the field note, video, and some photographs of the teaching and learning process. Some groups who had already finished their writings practiced their lines. A student wrote down his lines on his hand and told the researcher that the technique was effective to help him memorizing his lines. The researcher appreciated his effort and the student was proud of himself.

A student sitting at the back row asked what he should wrote. The researcher asked him back where the other members of his group were. He then called them. Two of them came and asked the researcher how to write their script. The researcher warned them that if they joined the discussion of it on the previous meeting, they would not find it hard to write the script. Then she asked them to bring the handout that had been discussed on the previous meeting because the job interview guideline was written there. One of the students brought it. The researcher then showed them the guidelines and told them that they were free to develop the ideas for their job interview. The group then discussed their script.

After all groups finished writing their scripts, they played an information-gap activity namely 'What Do You Think of Me?' Some students found it hard even to mention a word in English; some others could do the game well. However, they enjoyed the game. They laughed at the partners who mentioned the funny words and those who could not accomplish their task. The students sitting at the back rows even laughed the most, although they found it hard to mention the English words too.

The time was nearly up, so the class stopped the activity. Before the researcher dismissed the class, she wrote “May I wash my hand?” and “I’m sorry for coming late.” on the whiteboard and discussed the functions of the two expressions. The students could tell the functions, but they were not accustomed to use it. Then the researcher reminded the class that on the next day, they would perform the job interviews with their groups without reading the scripts they wrote that day. Therefore, they should be well-prepared. The class then dismissed after saying a prayer. The students shook hands with the researcher before they left.

APPENDIX L: INTERVIEW GUIDELINES

A. Reconnaissance

1. For the English Teacher (Pak Sais)

- a. Bagaimana kemampuan berbicara siswa kelas X KR4?
- b. *Skills* apa saja yang diajarkan di kelas bahasa Inggris?
- c. Metode apa yang digunakan untuk mengajarkan *speaking*?
- d. Bagaimana sikap siswa terhadap metode yang digunakan?
- e. Bagaimana sikap siswa terhadap bahasa Inggris?
- f. Permasalahan apa yang sering ditemui di kelas bahasa Inggris?
- g. Bagaimana penguasaan *vocabulary* siswa?
- h. Bagaimana kemampuan *pronunciation* siswa?
- i. Bagaimana tingkat kepercayaan diri siswa ketika diminta berbicara bahasa Inggris di kelas?
- j. Menurut Bapak, kegiatan *speaking* yang bagaimana yang dapat meningkatkan kemampuan berbicara siswa?
- k. Apa yang Bapak lakukan untuk memotivasi siswa belajar bahasa Inggris?
- l. Apakah *information-gap activities* sudah pernah digunakan untuk mengajar bahasa Inggris di kelas?
- m. Jika sudah, bagaimana respon/tanggapan siswa?
- n. Apakah teknik tersebut dapat meningkatkan kemampuan *speaking* siswa?
- o. Jika belum, bolehkah saya menggunakannya?
- p. Jika belum, apakah Bapak tertarik untuk menggunakannya?

2. For the Students

- a. Bagaimana ketertarikan adik terhadap pelajaran bahasa Inggris?
- b. Mengapa adik suka/tidaksuka dengan bahasa Inggris?
- c. Bagaimana pembelajaran bahasa Inggris di kelas?
- d. Bagaimana pembelajaran bahasa Inggris yang adik suka?
- e. Apakah adik tertarik dengan pembelajaran bahasa Inggris dengan semacam *game/praktik*?
- f. Skala 1 sampai 10, kira-kira berapa skor kemampuan *speaking* adik?
- g. Bagian mana dari bahasa Inggris yang paling sulit bagi adik?

B. After the Implementation of the Actions

1. For the Students

- a. Siapa nama lengkap adik?
- b. Bagaimana kesan adik terhadap pembelajaran bahasa Inggris hari ini?
- c. Bagaimana kesan adik terhadap aktivitas *information-gap* hari ini?
- d. Apakah kegiatan hari ini memotivasi adik untuk berbicara bahasa Inggris?
- e. Apakah hari ini adik praktik *speaking*?
- f. Kegiatan apa yang kurang adik sukai dari kegiatan hari ini?
- g. Apakah saran adik untuk kegiatan pada pertemuan besok?

2. For the English Teacher (Ibu Sri Purwanti)

- a. Menurut pengamatan Ibu, apakah saya berhasil menerapkan teknik *information-gap activities* di kelas?

- b. Bagaimana kemampuan *speaking* siswa setelah penerapan teknik tersebut?
- c. Bagaimana pendapat Ibu tentang cara mengajar saya di kelas?
- d. Apa saran Ibu untuk meningkatkan kemampuan mengajar saya?
- e. Apakah Ibu tertarik untuk menggunakan teknik tersebut di kelas Ibu?

APPENDIX M: INTERVIEW TRANSCRIPTS

February 16th, 2013

Setting : the Principal's Office, before the 1st break

R : the Researcher

P : the Principal

R : Selamat siang, Pak. Maaf mengganggu sebentar.

P : Oh, iya, Mbak, *monggo* duduk.

R : Terima kasih, Pak.

P : *Gimana? Gimana?*

R : Sebelumnya perkenalkan, Pak, saya Desi Sugiarti, mahasiswi jurusan Pendidikan Bahasa Inggris UNY.

P : *Nggeh?*

R : Saya berencana mengadakan penelitian di SMK 3 ini, Pak. Apakah sudah ada yang mengadakan penelitian di sini, Pak?

P : Oh, iya. Sudah sering untuk penelitian sini. Skripsi ya Mbak?

R : Iya, Pak. *Pripun*, Pak?

P : Ya boleh-boleh saja. Itu tentang apa, Mbak?

R : Iya, Pak. Sebelumnya saya ingin bertanya tentang lulusan SMK 3, biasanya bagaimana nilai Bahasa Inggrisnya?

P : Ya lumayan. Bagus *banget sih enggak*. Tapi ya *nggak* jelek juga.

R : Oh iya, Pak. Menurut pengamatan Bapak, dari keempat *skills* Bahasa Inggris, *skills* yang mana yang perlu lebih ditingkatkan?

P : Oh, yang *speaking, reading* itu ya?

R : *Nggeh*, Pak. *Speaking, reading, listening, writing*.

P : *Speaking* sepertinya. Anak-anak bisa mengerjakan soal ujian, tapi untuk praktek berbicaranya masih jarang.

R : Oh, iya, Pak. Kebetulan saya kemarin juga mengajukan proposal tentang *Improving Speaking Skills through Information-Gap Activities*. Jadi nanti siswa banyak praktek *speaking*, begitu Pak. Sasarannya kelas X supaya lebih dini persiapannya.

P : Iya, itu bagus. Karena anak-anak kan perlu kemampuan itu juga, untuk melamar kerja, misalnya. Ya *monggo* diurus saja administrasinya. Ke bagian pengajaran nanti diberi kelas.

R : Jadi saya diijinkan untuk mengadakan penelitian di SMK 3 ini Pak?

P : Tentu, Mbak. Kami tidak pernah menghalangi teman-teman yang akan penelitian di sini. Kami kan juga terbantu, mungkin Mbak memiliki pemikiran-pemikiran baru atau kreativitas dalam mengajar. Nanti kami sediakan tim untuk membantu.

R : Terima kasih sekali, Pak. Saya permisi dulu.

P : *Monggo*, Mbak.

February 16th, 2013

Setting : inside the classroom (room 116), during the English class

R : the researcher

ET : the English Teacher

ET : *Pripun Mbak?*

R : *Pripun Pak?*

ET : Oh, iya Mbak. Yang duduk di depan itu yang *pada* niat belajar Mbak, kalo yang *rame* biasanya pilih duduk di belakang soalnya takut *kalo tak* pukul *pas rame*. Makanya saya *muter*, biar yang di belakang juga *dapet* perhatian. Kalo guru *cuma* di depan, nanti dikiranya *cuma* perhatian *sama* yang *pinter-pinter*.

February 16th, 2013

Setting : outside the class

R : the Researcher

S15 : Student 15

S15 : *Nek mulang neng kelas ki seng penting iso jupuk ati ne murid malah do merhatek ke Mbak.*

February 23rd, 2013

Setting : teachers' room, during the 2nd break

R : the researcher

ET : the English Teacher

R : Metode apa yang digunakan untuk mengajarkan *speaking*?

ET : Apa ya Mbak namanya? Campuran sih Mbak.

R : PPP? Presentation, Practice, Production?

ET : Ya, itu juga, kadang-kadang. Kadang ya maju menghafalkan dialog *gitu* Mbak. Kadang menghafalkan *verbs*. Minggu depan juga mereka menghafalkan tiga puluh *irregular verbs*.

R : Bagaimana sikap siswa terhadap metode yang digunakan?

ET : Kalau *lagi* praktek maju mereka senang, karena dasarnya mereka itu aktif-aktif, suka *ngomong*, suka jalan-jalan di kelas.

R : Bagaimana sikap siswa terhadap bahasa Inggris?

ET : Ya ada yang suka, ada yang tidak. *Macem-macem sih*, Mbak.

- R : Bagaimana kemampuan bahasa Inggris siswa X KR4 Pak?
- ET : Pada dasarnya mereka itu *pinter-pinter* Mbak, karena kan masuknya pakai tes. Tapi ada beberapa anak yang KMS itu *lho* Mbak, jadi diterima di sini tanpa tes, asal masih ada kuota.
- R : Permasalahan apa yang sering ditemui di kelas bahasa Inggris?
- ET : Apa ya? Anak-anak suka *rame* sendiri Mbak.
- R : Bagaimana tingkat percaya diri siswa ketika diminta berbicara bahasa Inggris di kelas?
- ET : Wah, kalau itu susah Mbak. Sedikit yang berani *ngomong* bahasa Inggris. Saya juga kalau menjelaskan sering *pake* bahasa Indonesia atau Jawa. Pada *nggak mudeng* kalau *pake* bahasa Inggris Mbak. Terus pada *nggak pede* kalo disuruh praktek, pada takut salah *sih*.
- R : Menurut Bapak, kegiatan *speaking* yang seperti apa yang bisa memotivasi siswa untuk berbicara bahasa Inggris?
- ET : Ya yang banyak praktek *speaking* Mbak, jadi siswa terbiasa *ngomong* bahasa Inggris. Dibawa santai Mbak, *soalnya* anak-anak sukanya main-main.
- R : Apakah *information-gap activities* sudah pernah digunakan untuk mengajar bahasa Inggris di kelas?
- ET : *Kayaknya udah* Mbak, *udah* pernah. *Kayak game gitu tho?*
- R : Iya Pak. Satu orang punya informasi yang dibutuhkan orang lain, jadi mereka bekerjasama untuk melengkapi informasi yang mereka miliki. Saya pikir kegiatan semacam itu bagus untuk melatih *speaking* siswa.
- ET : Oh, iya. Itu bagus. Anak-anak juga suka, *wong pada* suka *kalo game-game gitu* Mbak. Jadi mereka *ngerasanya kayak lagi* main-main, walaupun sebenarnya mereka *lagi* praktek *speaking*. Besok mau pakai itu Mbak?
- R : *Nggih*, Pak. Karena walaupun kelihatannya seperti main-main, sebenarnya kan mereka sudah dilatih *grammar* yang benar sebelumnya, di *pre-communicative activities*nya.
- ET : Iya Mbak.
- R : *Terus pripun* Pak? Apakah Bapak bersedia mengajar dengan teknik itu, lalu saya yang jadi *observer*nya, atau bagaimana Pak?
- ET : *Baiknya gimana* Mbak? Apa Mbaknya yang mau *ngajar*, nanti saya *tak* lihat?
- R : Sepertinya lebih baik kalau Bapak yang mengajar Pak, saya yang jadi *observer*nya saja. Karena nanti kalau tekniknya sesuai *kan* bisa Bapak pakai lagi di kelas.
- ET : Ya *nggak papa* kalau *kayak gitu maunya*. Tapi saya diajari dulu Mbak.
- R : *Nggih* Pak, besok saya yang menyiapkan materinya. Nanti saya konsultasikan ke Bapak, jadi Bapak bisa meneliti RPP yang saya buat.
-

February 23rd, 2013

Setting : inside the classroom (room 116), before the class

R : the Researcher

S17 : Student 17

R : Lho, kok banyak kursi kosong Dek?

S17 : Iya Mbak, *pada mbolos*.

R : Berapa yang *nggak* masuk?

S17 : Tiga belas Mbak.

R : Wah, biasanya *emang gini po?*

S17 : Akhir-akhir ini jadi sering Mbak. *Cuma* akhir-akhir ini *aja*.

R : *Cuma* kelas bahasa Inggris atau semua pelajaran *kayak gini?*

S17 : *Cuma* kelas bahasa Inggris dan *cuma* akhir-akhir ini Mbak.

R : Kenapa *e?*

S17 : *Bosen* Mbak. *Pada* *nggak* suka bahasa Inggris. Ini *pada* berangkat karena takut *sama* gurunya.

August 13th, 2013

Setting : inside the teachers' room, during the 2nd break

ET : the English Teacher

R : the Researcher

R : Selamat pagi Ibu, saya Desi dari Pendidikan Bahasa Inggris UNY, akan mengadakan penelitian untuk skripsi saya di kelas yang Ibu ampu, XI KR4.

ET : Oh iya, gimana Mbak?

R : Iya Bu. Jadi dulu saya sudah pernah observasi ketika mereka masih di kelas X KR4.

ET : Oh, iya. Berarti sudah tahu anak-anaknya?

R : Sudah, Bu. Dulu pernah ikut kelasnya Pak Sais. Saya sudah pernah diminta menggantikan Pak Sais juga, mengisi 1 jam. Tapi waktu itu saya tidak memberikan materi, hanya semacam *game* begitu, Bu. Hanya *biar* terbiasa sama siswa.

ET : Wah, Mbak Desi sudah lebih kenal *sama* mereka daripada saya. Saya malah belum pernah masuk, belum tahu karakter siswanya seperti apa.

R : Iya, sudah lumayan tahu, Bu. *Rame* dan suka kegiatan *speaking* sepertinya. Terutama kalau kegiatannya berkelompok.

ET : Iya, putra semua soalnya Mbak. Terus bagaimana nanti penelitiannya?

R : Iya, Bu, jadi nanti judul penelitian saya "*Using Information-Gap Activities to Improve the English Speaking Skills of XI KR4 Students at SMK Negeri 3 Yogyakarta in the Academic Year of 2013/2014*".

Saya ingin meningkatkan kemampuan *speaking* siswa, karena berdasarkan observasi dan *interview* dengan Pak Aruji dan Pak Sais, kemampuan *speaking* siswa lebih rendah dari kemampuan-kemampuan berbahasa yang lain. *Information-gap activities* ini nanti memungkinkan siswa mengerjakan tugas dengan berkelompok, atau minimal berpasangan, sesuai karakter siswa yang suka berkomunikasi dengan teman sekelas.

- ET : Oh, begitu. Ya nanti saya lihat RPPnya saja. Untuk materinya, bagaimana Mbak?
- R : Iya, Ibu, kira-kira kapan saya boleh mulai masuk kelas?
- ET : Mbaknya maunya kapan?
- R : Kalau bisa bulan depan, Bu. Bagaimana?
- ET : Oh, ya *nggak papa*. Kira-kira mau berapa kali masuk kelas, Mbak?
- R : Bagaimana kalau saya masuk paling tidak 8x pertemuan, Bu?
- ET : Oh, ya *nggak papa*. Dicukupkan saja, *butuhnya* berapa kali pertemuan, *gitu*. Tapi *kalo* bisa awal Oktober sudah selesai, karena anak-anak nanti ada blok, praktek di BLPT. Pertengahan Oktober *kalo* *nggak* salah.
- R : Iya, Bu, sepertinya pertengahan, tadi saya lihat di jadwal yang di depan itu. 1 minggu bahasa Inggris 3x pertemuan ya Bu?
- ET : Coba saya lihat dulu Mbak, *nggak* hafal, *soalnya* saya mengajar kelas lain juga.
- R : Tadi di bagian pengajaran sepertinya Ibu di XI KR4 hari Rabu, Jumat, dan Sabtu, Bu.
- ET : Oh iya, ini... Rabu, Jumat, Sabtu. Ruangnya sudah tahu, Mbak?
- R : Belum, Bu. *Sama* waktunya juga belum tahu.
- ET : Rabu itu di 87, jamnya setelah istirahat kedua, jam 12:15. *Kalo* Jumat itu di barat masjid, ruang 29, habis Jumatan, jamnya kadang jam 12:30 atau 12:45, nanti janjian saja *sama* anak-anak. *Kalo* Sabtu itu di ruang 20, jamnya sama dengan Rabu, 12:15.
- R : Baik, Bu. Lalu kapan saya sebaiknya ikut kelas Ibu, untuk melakukan observasi lagi, siapa tahu ada perubahan-perubahan di kelas.
- ET : Langsung *ngajar aja* Mbak, kan sudah kenal anak-anaknya, *tho*?
- R : Jadi tidak usah observasi lagi, Bu?
- ET : *Nggak* perlu lah Mbak. Nanti sms saja kalau sudah siap masuk kelas, tapi saya *tak ngisi* 2 atau 3 pertemuan awal dulu ya Mbak.
- R : Iya, Ibu. Mungkin bulan depan saya baru siap masuk kelas.
- ET : Ya, dibuat dulu RPPnya, nanti saya *tak* lihat.
- R : Iya, Bu. Lalu nanti sebaiknya saya yang menjadi *teacher* atau Ibu saja? Saya yang menjadi *observer*, begitu?
- ET : Ya Mbaknya saja yang mengajar, nanti kalau saya yang mengajar ya *gimana*, kan Mbaknya yang penelitian.
- R : Begitu, Bu? Baik Bu, nanti saya siapkan dulu RPPnya.
- ET : Iya. Begitu?
- R : *Nggeh*, Bu. Thank you very much.

ET : Not at all.
 R : Permissi Bu, selamat siang.
 ET : Siang Mbak.

August 14th, 2013

Setting : inside the teachers' room, during the 2nd break

ET : the English Teacher

R : the Researcher

R : Selamat siang, Ibu.
 ET : Iya, *monggo* Mbak. *Gimana?*
 R : Ini Bu, saya akan membuat RPP, sebelumnya saya ingin melihat buku paket yang digunakan Ibu.
 ET : Oh iya Mbak. Sebentar ya. Ini Mbak.
 R : Terima kasih Bu. Sekarang masih Unit 1 ya Bu? Biasanya berapa kali pertemuan untuk membahas 1 unit, Bu?
 ET : 2x pertemuan, kalau tahun yang lalu 6 jp, sekarang dibuat 8 jp saja termasuk *test* nya. 1x pertemuan 4 jp.
 R : Berarti kalau saya masuk kelas bulan depan, kira-kira saya membahas Unit 2 ya Bu?
 ET : Iya dibuat itu saja Mbak. Nanti kalau pembahasan Unit 1 belum selesai *nggak papa* Mbaknya masuk dulu, nanti saya lanjutkan setelahnya. Atau kalau Mbaknya belum masuk tapi pembahasan Unit 2 sudah selesai, nanti saya *tak* lompat dulu ke Unit 3nya.
 R : Bagitu ya Bu? Baik Bu, terima kasih banyak. Lalu format RPPnya seperti apa Bu?
 ET : Formatnya *monggo* dari Mbaknya saja, yang penting materinya tercakup di situ, mau 1 RPP untuk 1x pertemuan atau bagaimana terserah Mbaknya saja. Sudah pernah membuat RPP kan sebelumnya? Di KKN?
 R : Sudah, Bu. Nanti saya pakai contoh ketika *micro teaching* saja, formatnya dari dosen saya.
 ET : Iya itu juga *nggak papa* Mbak.

1st meeting of Cycle I, September 14th, 2013

Setting : inside the classroom (room 20), after the class

R : the Researcher

S32 : Student 32

- R : Hello, what's your name?
- S32 : My name is Windarto.
- R : What do you think about today's activity?
- S32 : It's amazing.
- R : Really?
- S32 : Yes. Amazing.
- R : Are you sure?
- S32 : Sure.
- R : Umm.. Tadi membosankan *nggak*?
- S32 : No.
- R : No?
- S32 : No.
- R : Really?
- S32 : Yes.
- R : Suka *listening kayak* tadi *nggak*?
- S32 : No.
- R : No? Why?
- S32 : Because I don't know.
- R : Because you cannot hear?
- S32 : Yes.
- R : Because it's not loud?
- S32 : Yes. So I don't know.
- R : Alright. What kind of activity do you like? Kegiatan yang *kayak* apa *senengnya kalo* bahasa Inggris?
- S32 : Apa Mbak?
- R : You. Do you like English?
- S32 : No.
- R : Why?
- S32 : *Ra dong* Mbak.
- R : But it's a subject at school. Do you want to learn it? Tapi kan ada pelajarannya di sekolah.
- S32 : Iya.
- R : Do you want to learn it? *Pengin* mempelajarinya *nggak*?
- S32 : *Pingin*.
- R : For what? *Buat* apa?
- S32 : *Buat* kerja.
- R : *Buat* kerja. Okay, berarti bahasa Inggris penting *nggak*?
- S32 : Penting.
- R : Okay, thank you.

S32 : Thank you.

1st meeting of Cycle I, September 14th, 2013

Setting : inside the class (room 20), after the class

R : the Researcher

S6 : Student 6

S16 : Student 16

R : What is your name?

S6 : My name is Rochmat

R : Okay, Rochmat. Can you tell me about today's activities? Tadi kegiatannya *gimana*?

S6 : Yes, it's fun.

R : Fun?

S6 : Fun. *Yo opo yo? Yo fun sih.*

R : Bagian mananya yang *fun*?

S6 : Tebak-tebakan *kae lho* Mbak.

R : Oh yang tadi, *pas* yang terakhir itu? Oh, itu namanya *information-gap activities*, jadi itu teknik yang seharusnya setiap hari saya pakai sebenarnya, tapi karena *udah* kehabisan waktu jadi tadi *udah pas terakhir*. *Seneng* ya kalo kegiatan *kayak* tadi?

S6 : Iya *seneng* Mbak, *kalo listeningnya* tadi *bosen e* Mbak.

R : Oh, *ngantuk* ya?

S6 : Iya *ngantuk* Mbak. Suaranya *nggak* jelas.

R : Iya. Oke. Berarti suka *speaking* ya? Do you like English?

S6 : Yes.

R : Yes?

S6 : Yes.

R : A little? Or much?

S6 : A little.

R : A little?

S6 : Yes.

R : Why? Is it because it's difficult?

S6 : No.

R : No?

S6 : No.

R : It's easy, right? Easy and fun, right?

S6 : In the middle. [Laugh]

R : [Laugh] Okay. Do you have any suggestions to our next activity? Kira-kira kegiatan selanjutnya yang bisa membuat anak-anak lebih kondusif *gimana*? *Biar pada nggak rame gitu*?

- S6 : Ya.. kalo *rame* itu karena *udah* jam terakhir Mbak. Jam-jam awal *nggak* pernah.
- R : Oh, *gitu*.
- S6 : Iya Mbak, *bawaannya udah* mau pulang *gitu*.
- R : *Udah liat temen-temen pada* pulang *gitu* ya?
- S6 : Iya karena pelajaran terakhir itu.
- R : Biasanya *kalo* guru-guru itu boleh pulang *po*, *nggak* sesuai bel?
- S6 : Ya ada yang *nunggu* bel tapi ada yang langsung pulang.
- R : Emm... kemarin *kalo sama* bu Pur kegiatannya apa? *Speaking?*
Speakingnya ngapain?
- S6 : *Speakingnya* ya tanya-jawab.
- R : Oh *gitu*. Ada *writingnya*?
- S6 : Ada.
- R : *Reading* juga?
- S6 : *Reading* juga.
- R : *Listeningnya*?
- S6 : *Nggak* ada.
- R : *Listeningnya* belum ya? *Kalo pas* kelas X *listeningnya gimana* caranya? Tadi *kayaknya* kan *nggak* jelas.
- S6 : *Pake* apa itu? Emm... radio.
- R : *Pake* radio?
- S16 : Diputer *pake* kaset.
- S6 : Di lab.
- R : Oh di lab. Sekarang masih dipakai *nggak*?
- S6 : Ya, kelas dua kan *emang nggak* ada Mbak.
- R : Oh, kelas dua *emang nggak* ada *listening*?
- S16 : *Cuma* kelas satu *kayaknya*.
- R : Oh, *gitu*. Berarti *kalo* kelas dua adanya *cuma* apa?
- S6 : Pokoknya semua ada tapi *kalo* yang *listening* belum pernah Mbak.
- R : Oh *gitu*. *Emang nggak* ada atau belum dipelajari?
- S16 : *Kalo* kelas satu sering Mbak.
- R : Oh, *kalo* kelas satu sering ya?
- S6 : Iya.
- R : Emm... biasanya *pada* suka bahasa Inggris *nggak sih*?
- S6 : Ada yang suka ada yang *enggak e* Mbak.
- R : Banyaknya suka *apa enggak*?
- S6 : *Enggak*.
- R : *Enggak*?
- S6 : *Enggak*.
- R : Kemarin *pas* ditanya *kayaknya* banyak yang suka, tapi *kok* tadi *kayaknya gimana*, *apa* karena ruangnya di sini jadi *nggak konsen* karena *lihat* anak-anak *pada* pulang *apa* ya?
- S6 : *Kalo* jam terakhir *emang gitu* Mbak.
- R : *Kayaknya* dua hari kemarin lebih kondusif *apa* ya?
- Ro : Iya.

R : Ini yang paling kacau ya?
 S6 : Iya.
 R : Oke, *makasih and good luck with your English.*

1st meeting of Cycle I, September 14th, 2013

Setting : inside the class (room 20), after the class

R : the Researcher

S16 : Student 16

R : Halo Dek, namanya siapa?
 S16 : My name is Tri Mulyanto.
 R : Okay, Tri Mulyanto. What do you think of today's activity?
 S16 : Yes.
 R : What do you think? Is it boring?
 S16 : Boring Mbak.
 R : Bagian mananya?
 S16 : Listening Mbak.
 R : Listening? Kenapa?
 S16 : Because... umm... kurang keras Mbak.
 R : Oh, because it's not loud?
 S16 : Yes.
 R : So, do you have any suggestion? *Kalo mau kegiatan listening gimana?*
 S16 : Bawa *speaker* sendiri Mbak.
 R : Oh, bawa *speaker* sendiri ya?
 S16 : Yes.
 R : Okay, and what kind of activities in English subject that you like?
 S16 : Mengartikan.
 R : Umm... find the meaning? Translate?
 S16 : Translate.
 R : Umm... So you like translating words from English into Indonesian?
 S16 : Yes.
 R : Okay, thank you.
 S16 : You're welcome.

After the implementation of Cycle II, October 2013

Setting : in front of teachers' room

R : the Researcher

S15 : Student 15

- R : Kenapa *e* kemarin *rame-rame* nggak masuk?
 S15 : *Ha iyo, kompak tho* Mbak?
 R : *Bosen po sama* kelasku?
 S15 : *Weh ora kok* Mbak. *Sori kita ra ngerti nek ono kelasmu* Mbak.
 R : *Tenane? Udu tekno males karo* kelasku?
 S15 : *Ora* Mbak. *Kae ki mung tekno lagi boring ning kelas terus.*
 R : *Kok rame-rame ber-15?*
 S15 : *Seng mbolos ki meng berlima* Mbak. *Liyane ra reti dho ning ndi.*
 R : Kamu *tuh* yang papasan *sama* aku di koridor *trus tak* tegur tapi *tetep* pergi apa bukan?
 S15 : *Weh ora* Mbak. *Aku ra mlebu seko isuk* Mbak.
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3rd meeting of Cycle I, September 20th, 2013

Setting : inside the class (room 29), after the class

R : the Researcher

S29 : Student 29

S32 : Student 32

- R : Halo Dek, namanya siapa?
 S29 : Nama saya Yunanto Purnomo, Mbak.
 R : Oke, panggilannya siapa?
 S29 : Panggilannya itu, biasanya Yunan Mbak.
 R : Yunan, oke. Kegiatan hari ini menurut kamu *gimana?*
 S29 : Kegiatan hari ini cukup... cukup membosankan Mbak.
 R : Kenapa?
 S29 : Mungkin karena *nganu lho* Mbak, terlalu *ribet tu lho* Mbak.
 R : *Ribetnya?*
 S29 : Di kelas itu riuh *banget*, jadi pusing Mbak.
 R : *Berarti seneng kalo* yang berangkat *kayak* kemarin ya, limabelas ya?
 S29 : Ya *kayak gitu* ya cukup senang tapi ya cukup sedih Mbak.
 S32 : Yang pertama kurang kondusif Mbak.
 S29 : Nah, itu Mbak. Kurang kondusif, Mbak.
 R : *Terus?*
 S29 : *Nggak... Nggak* terlalu masuk pelajarannya, ya karena itu tadi Mbak.
 R : *Berarti* bisanya belajarnya kalo sepi ya?
 Y : Ya...

- R : *Kalo nggak ada keramaian?*
 W : Ya tergantung *style* belajarnya.
 R : Apa?
 S29 : Tergantung *style* belajarnya masing-masing Mbak, kan setiap orang kan beda-beda Mbak. *Kalo* saya sendiri *sih nganu* Mbak, enak yang sepi.
 R : Jadi *kalo* tugas itu.. *terus suruh* dikerjakan di rumah *seneng* ya? Lebih *seneng kalo* buat PR ya?
 S29 : *Enggak, nggak* bisa Mbak *kalo* PR Mbak.
 S32 : Untuk lebih jelasnya harus diterangkan dulu.
 S29 : *H.oh. kalo* buat PR ya *tetep* jadi PS Mbak. Pekerjaan Sekolah Pagi Mbak, PSP Mbak.
 R : Hmm... Okay thank you.
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After Cycle I, Friday September 20th, 2013

Setting : in the teachers' room, during the break

R : the Researcher

ET : the English Teacher

- R : Bagaimana pendapat Ibu tentang cara saya mengajar dalam 3 pertemuan kemarin?
 ET : Ya... materinya sudah bagus, tapi masih kurang *class management*nya Mbak. Saya masih lihat anak-anak jalan-jalan di kelas, kadang ada yang *rame* di belakang.
 R : Iya Bu, bagaimana cara Ibu biasanya mengendalikan mereka Bu?
 ET : *Kalo* saya, anak-anak *tuh pokoknya nggak* boleh jalan. *Kalo* mereka pergi dari kursi mereka, saya kurangi 1 nilainya. Jadi mereka *nggak* berani jalan-jalan Mbak.
 R : Oh begitu ya Bu. Tapi saya tidak berani terlalu keras, nanti takutnya malah anak-anak *pada nggak* suka *terus* tidak mau belajar. *Soalnya* saya kan bukan guru aslinya mereka. Paling saya tegur.
 ET : Ya kadang-kadang *dikerasin aja* Mbak, *nggak papa*.
 R : Iya Bu. Lalu bagaimana tentang pertemuan kedua yang *pada* bolos itu Bu? Apakah sudah pernah terjadi sebelumnya?
 ET : Oh, iya. Anak STM itu ya begitu Mbak, *kalo* mereka *nggak* suka pelajarannya atau *lagi males*, mereka bolos. Oh iya, nanti dicatat *aja* Mbak nama-namanya. Terus yang nakal di kelas juga Mbak, *biar* saya tahu perkembangan mereka.
 R : Iya, Bu. Saya catat yang *absen*.
 ET : Lalu tekniknya bagaimana Mbak? Sudah dipraktekkan?
 R : *Information-gap*nya baru saya pakai 1 kali Bu. Kemarin pertemuan pertama saya pakai yang *guessing one's occupations*, karena sesuai tema.

- ET : Oh iya, yang di RPP ya?
 R : Iya, Bu. Terus *gimana* anak-anak Mbak?
 R : Hanya separuh kelas yang antusias Bu, yang separuh lagi tidak terlalu mengikuti.
 ET : Iya memang begitu. Yang duduk di belakang biasanya susah berkonsentrasi Mbak. Apalagi sudah jam terakhir kan? Ruangan juga kan mempengaruhi. Banyak faktor lah.
 R : Iya Bu. *Pada* gelisah kalau lihat teman-teman kelas lain sudah *pada* pulang.
 ET : Tapi *nggak* ada yang nakal *tho*, Mbak? Mereka kan besar-besar, takutnya ada yang *berantem* atau *gimana*.
 R : Oh, kalau itu *alhamdulillah* tidak, Bu. *Malah* kemarin *pas* saya datang *sendirian* ke kelas, *malah* anak-anak *pada* membantu saya, katanya kasihan, *biar* penelitian saya sukses Bu.
 ET : Ya syukur *kalo gitu*. Ya coba *besok* saya *tak* masuk kelas, walaupun tidak bisa dua jam penuh. *Tak* lihat *pas* aplikasi *gamenya* saja. *Besok* masih meneruskan Unit 2 atau *gimana* Mbak?
 R : Iya, Bu. Mungkin hari Rabu saya pakai *information-gap* lagi.
 ET : Oh ya. *Besok kasih* tahu kalau mau masuk kelas.
 R : *Nggeh*, Bu. Terima kasih, Bu.
 ET : Iya sama-sama Mbak.

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

R : the Researcher

S29 : Student 29

- R : Halo Dek, namanya siapa?
 S29 : Nama saya Yunanto Purnomo, Mbak.
 R : Oke. Dek Yunan, *gimana* kegiatan hari ini? Tadi *pas* yang... Yang di awal?
 S29 : Cukup menyenangkan dan juga cukup bisa dimengerti.
 R : Uh-huh. Jadi termotivasi *buat speaking* *nggak* tadi kegiatannya? Yang tadi lho, yang... Yang *Three Words*.
 S29 : *Three Words*?
 R : Yang tiga kata itu *trus ngambil*, *trus nebak-nebak gitu*.
 S29 : Oh, iya. Cukup membuat... Cukup memotivasi untuk mau belajar bahasa Inggris.
 R : Kamu suka bahasa Inggris *nggak*?
 S29 : Ya sebenarnya *sih* belum pernah... ya hanya *sekedar* tertarik *sih* Mbak, belum mau untuk melakukan.
 R : *Kenapa eh?* Susah?

- S29 : Susah *nggak* susah. Dulu waktu di SMP *sih* pernah diajak *sama* gurunya bahasa Inggris *buat* ikut jadi *tour guide*.
- R : Weh... keren *dong*.
- S29 : Tapi...
- R : Terus?
- S29 : Ya udah, *nggak* bisa.
- R : Kenapa?
- S29 : Ya belum siap aja, *nggak*, belum... belum...
- R : Tapi *kan* kamu *kepilih*, *berarti* gurunya tahu kamu bisa.
- S29 : Ya *kan* *enggak*... *enggak*... belum siap *aja* Mbak. Ya *nggak* cakap *gitu lah* Mbak.
- R : Ya *makanya* banyak latihan. *Lha* kalau di kelas *cuma* berisik ya *mesti* *nggak* bisa-bisa.
- S29 : Ya *kan* namanya baru... baru... Kalau tadi jujur Mbak, kelas KR tu dari pagi *udah*... *udah* heboh.
- R : Hari Rabu *emang* *gitu* ya? *Kalo* Jumat Sabtu...
- S29 : *Enggak*, *cuma* hari ini *thok*. Tadi dari jam pertama *tu* *udah* *pada*... [Asks his friend] *Seko pelajaran opo mau?* Bahasa Indonesia? Sejak pelajaran Bahasa Indonesia sudah hancur.
- R : *Berarti* *nggak* *cuma* Bahasa Inggris *aja* ya?
- S29 : *Nggak*.
- R : Bukan karena *sebel* *sama* gurunya ya?
- S29 : KR4 *sebenarnya* itu paling *diem* dan... Kalau dilihat dari luar, KR4 itu paling *diem* Mbak.
- R : Uh-huh. Terus *besok*... umm... tadi *kan*... umm... hari ini belajar apa?
- S29 : Interviewer, interview... job interview.
- R : Job interview. *Mudengi* *nggak* *sih* tadi?
- S29 : Kalau... *sebenarnya* *sih* *dong-dongan* Mbak. *Nek* Bahasa Indonesia tahu, tapi *nek* Bahasa Inggris *nggak*.
- R : Oh *gitu*. *Makasih* ya.
- S29 : Ya. Sama-sama.

2nd meeting of Cycle II, September 25th, 2013

Setting : inside the class (room 87), after the class

C : the Collaborator

S1 : Student 1

- S1 : My name is Rifky.
- C : What do you think of today's class? Hari ini *gimana* kelasnya?
- S1 : Hari ini emm... happy and... aku tadi tidur *sih* Mbak.
- C : Hah? Oh kamu tidur, tapi menurut kamu ada yang masuk *nggak* hari ini?

- S1 : *Kalo* hari ini sedikit pusing *e*, *soalnya* temen-temen juga *pada* *nggak* kondusif.
- C : Terus tadi *pas* main apa? Tebak-tebakan nama temanmu, do you like that?
- S1 : Asyik.
- C : Do you like that?
- S1 : Yes.
- C : Tadi ke depan *nggak*?
- S1 : No.
- C : Did you guess? Kamu yang menebak?
- S1 : Yes... yes.
- C : Umm.. can you understand your friends' descriptions? Kamu tahu? Kamu paham *temenmu* mendeskripsikan siapa?
- S1 : *Temen*?
- C : Yang tadi, kamu kan *nebak*, *ho o tho*?
- S1 : *Ho o*.
- C : Tapi kamu tahu? Kamu paham apa yang dikatakan *temenmu* di depan?
- S1 : No.
- C : Why?
- S1 : *Because... friends...* itu banyak kesamaan dalam karakter.
- C : Uh-huh. Misalnya *brown[ed] skin*, semuanya kan *brown* ya?
- S1 : Iya. *Handsome* juga, *opo*? Semuanya kan laki-laki.
- C : *Ho o*. Oh I see. Tapi kamu merasa *nggak*, ada peningkatan di sini?
- S1 : Lumayan.
- C : Apa? Meningkatkan apa?
- S1 : Bisa mendengarkan bahasa Inggris lebih sering, lebih banyak. *Kalo* sama bu anu kan sedikit.
- C : Sedikit?
- S1 : *He em*.
- C : *Kalo* misalnya *speakingnya*?
- S1 : *Speakingnya... speakingnya udah* lumayan banyak.
- C : Lumayan banyak kamu? Merasa ada peningkatan?
- S1 : *He em*.
- C : *Kalo* untuk pelafalan?
- S1 : Pelafalan masih dikit-dikit.
- C : Masih dikit-dikit, tapi kamu *udah* banyak *vocab*?
- S1 : *He em*.
-

3rd meeting of Cycle II, September 27th, 2013

Setting : inside the class (room 29), after the class

R : the Researcher

S22 : Student 22

- R : *Gimana* kegiatan hari ini?
- S22 : Amazing! [Laughs]
- R : *Amazing* kenapa? Tadi *kebagian* *nggak* lempar-lemparannya?
- S22 : Ya.
- R : Tadi apa katanya?
- S22 : Sleep.
- R : Sleep. *Terus* kamu *njawabnya* apa?
- S22 : Maksudnya tadi aku yang 'sleep'.
- R : Oh, kamu yang 'sleep'. *Terus* lawannya siapa tadi?
- S22 : Toyek. Taufik Dwi Kurniawan.
- R : Oke. *Terus* dia *njawab* apa? Pillow?
- S22 : Pillow.
- R : Oke. *Terus* kamu *dikasih* apa tadi?
- S22 : Freak.
- R : Freak. *Njawabnya*?
- S22 : People.
- R : People. Oke. Tadi itu kata pertama yang muncul di pikiran? *Apa pake* dicari-cari dulu?
- S22 : Muncul sendiri.
- R : Muncul sendiri? Oke. Kegiatan *kayak* tadi tu melatih *speaking* kamu *nggak*?
- S22 : Melatih.
- R : Do you like English?
- S22 : Agak. [Laugh]
- R : Agak? Oke. [Laughs] Berarti agak *seneng* agak *enggak*. *Senengnya* kenapa?
- S22 : Ya *seneng aja*.
- R : *Nggak senengnya*?
- S22 : *Nggak senengnya* ya *seneng*.
- R : [Laughs] Maksudnya, *nggak senengnya* kegiatan apa, *senengnya* kegiatan apa?
- S22 : *Nggak senengnya* tugas.
- R : Oh, *nggak senengnya* tugas. *Terus kalo* kegiatan *speaking* *kayak* tadi *seneng*?
- S22 : *Seneng*.
- R : Oke. Kegiatan *interview* besok, siap?
- S22 : *Insyaalloh* siap.
- R : Okay. Thank you.
-

After Cycle II, October 5th, 2013

Setting : inside the teachers' room, during the 1st break

R : the Researcher

ET : the English Teacher

- R : Selamat siang, Ibu. Maaf mengganggu sebentar.
- ET : Iya, Mbak. *Gimana?*
- R : Saya mau menanyakan pendapat Ibu tentang penelitian saya kemarin, Bu.
- ET : Oh, iya. Saya sudah lihat videonya. Itu kelasnya sangat riuh ya, Mbak. Sepertinya *class management*nya masih kurang. *Soalnya* anaknya besar-besar *sih* ya Mbak? Mbaknya jadi kalah.
- R : Iya, Bu. Saya tidak berani *galak-galak*, takut kalau mereka *malah ngambek* terus tidak mau belajar, Bu.
- ET : Iya, tapi *nggak nakal-nakal tho?*
- R : Oh, *mboten* Bu. *All of them are good boys*. Kalau *rame* iya, tapi kalau nakal tidak. Malah kadang saya merasa seperti mengajar anak TK, Bu.
- ET : Ya syukurlah. Karena saya sebenarnya cukup khawatir, mereka kan besar-besar, takutnya *pada berkelahi, gontok-gontokan gitu*.
- R : Oh, kalau itu tidak, Bu. Lalu apakah saya berhasil menerapkan *information-gap activities* di kelas?
- ET : Ya, sebenarnya kemarin itu *rame* sekali ya Mbak? Saya takutnya mengganggu kelas lain. Tapi ya tidak apa-apa, karena itu kan kegiatan *speaking* ya, jadi anak-anak harus aktif berbicara. Cuma ya itu, harus bisa mengontrol *biar nggak pada* jalan-jalan ke luar.
- R : Iya, biasanya bagaimana cara Ibu agar mereka tidak ramai?
- ET : Kalau saya ya itu, Mbak, yang jalan *tak* kurangi 1 nilainya. Jadi *pada nggak* berani jalan-jalan di kelas, apalagi keluar-keluar. *Terus* kalau kelompok itu biasanya 2 atau 3 orang dalam 1 kelompok, karena kalau terlalu banyak itu nanti yang lain *nggak* ikut kerja, cuma meramaikan jadinya. Saya lihat kemarin itu paling yang kerja ya 3 orang, yang lain ada yang *nyanyi-nyanyi, joget-joget*, ribut sendiri.
- R : Oh, jadi *a group of 2 or 3* ya Bu?
- ET : Iya, Mbak. *Biar* semuanya kerja. Kemudian saya lihat *pas* ada 1 kelompok yang maju itu yang lain terbengkalai ya Mbak, pada *rame* sendiri.
- R : Iya, Bu. Kadang saya merasa kesulitan mengontrol semuanya, karena saya perlu melihat mereka *perform*, tapi sekaligus mengawasi yang lain. Bagaimana biasanya Ibu mengatasi masalah tersebut?
- ET : Saya itu biasanya memanggil 2 kelompok yang mau maju, *tak* suruh keluar untuk persiapan, lalu yang di kelas itu saya beri tugas, soal-soal begitu. Jadi tidak ada kesempatan untuk *rame*.
- R : Begitu Bu?

- ET : Iya. Tapi ya Mbak Desi kemarin sudah bagus. Nanti kalau jam terbangnya sudah banyak pasti bisa mengatasi. Yang terpenting kan sudah berhasil meningkatkan *speaking skills* siswa.
- R : Begitu ya Bu?
- ET : Iya. Kemarin saya tanya di kelas, “Gimana kemarin *sama* Mbak Desi?” Kata Yuta, “Saya *udah bisa ngomong* bahasa Inggris Bu.” Ya bagus, karena Yuta itu kan lumayan kurang nilainya kalau di kelas saya.
- R : Oh, tapi ketika *perform* di *pre-test* itu kelompoknya Yuta malah dapat nilai tertinggi, Bu. Yang susah itu malah Windarto. Kadang kalau di kelas itu hanya senyum-senyum, katanya *nggak mudeng*.
- ET : Oh, kalau Windarto itu kan tinggal kelas. Memang ada beberapa siswa yang kemampuannya kurang, Mbak. Sebenarnya KR itu jurusan favorit di sini, tapi ada yang masuk dengan KMS itu, jadi NEM berapa pun diterima di jurusan apapun asal masih ada kuota.
- R : Oh, begitu, Bu.
- ET : Kelasnya penuh *terus*, Mbak?
- R : Selain yang *pas 15 mbolos* itu *alhamdulillah* penuh, Bu.
- ET : Oh, kalau saya ngajar itu ada beberapa siswa yang tidak masuk. Ada yang sama sekali tidak pernah ikut kelas saya *malah*. Tapi saya lihat di video kemarin anaknya ada terus, lumayan aktif *malah* di kelas Mbak Desi. Yazid itu tidak pernah ikut kelas saya.
- R : Oh, Yazid cukup rajin Bu di kelas. Dia suka *perform*, pernah maju juga mengerjakan soal di depan. Yazid 2x tidak masuk, yang *rame-rame* itu *sama pas post-test*. Sayang tidak ikut *post-test*, padahal bahasa Inggrisnya bagus.
- ET : Oh, rajin ya Mbak? Dia belum pernah masuk kelas saya.
- R : Oh begitu, Bu? Baik, Bu, sepertinya cukup itu dulu, nanti kalau ada yang ingin saya tanyakan lagi, saya ke sini lagi.
- ET : Iya, Mbak. Selamat ya sudah sukses penelitiannya.
- R : Iya, Ibu. Terima kasih banyak sudah membantu saya. Permissi, Bu.
- ET : Sama-sama, Mbak. Mari.
-

**APPENDIX N:
PRINT OUT OF THE
DATA ANALYSIS**

```

T-TEST PAIRS=Pretest WITH Posttest (PAIRED)
/CRITERIA=CI (.9500)

/MISSING=ANALYSIS.

```

T-Test

[DataSet0]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	17.81	26	4.030	.790
Posttest	28.54	26	3.023	.593

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	26	.452	.020

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-10.731	3.790	.743	-12.262	-9.200	-14.437	25	.000

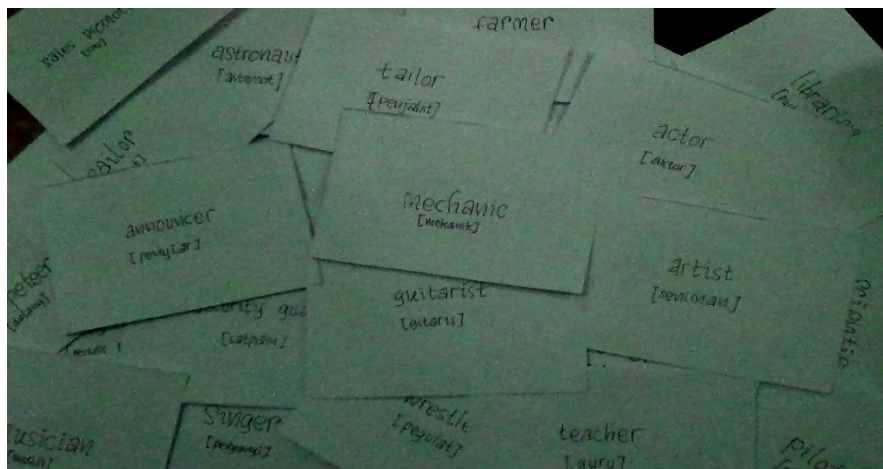
APPENDIX O: PHOTOGRAPHS



The students have a discussion to write the job interviews in the pre-test taking.



A group of students performs the job interview in the pre-test taking.



Flash cards used in the “20 Questions”.



The students do a listening activity.



The students queue to write their answers on the whiteboard.



A pair of students acts a dialogue out.



The students do IGA namely Three Words.



A group of students consults their writings to the researcher.



The students do IGA namely "What Do You Think of Me?"



A group of students act out a job interview in the post-test taking.



The researcher interviews the students after the implementation of the actions.



The students of XI KR4 and the researcher pose on the last day of Cycle II.

APPENDIX P: LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0816/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

4 September 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***USING INFORMATION-GAP ACTIVITIES TO IMPROVE THE ENGLISH SPEAKING SKILLS OF GRADE XI
KR4 STUDENTS AT SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : DESI SUGIARTI
NIM : 09202241046
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September-Oktober
Lokasi Penelitian : SMK N 3 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kependidikan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI/ 6698 / 9 /2013

Membaca Surat : KASUBBAG PENDIDIKAN FBS

Nomor : 0816/UN.34.12/DT/IX/2013

Tanggal : 04 SEPTEMBER 2013

Perihal : PERMOHONAN IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

DIIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : DESI SUGIARTI

NIP/NIM : 09202241046

Alamat : UNIVERSITAS NEGERI YOGYAKARTA

Judul : USING INFORMATION-GAP ACTIVITIES TO IMPROVE THE ENGLISH SPEAKING SKILLS OF GRADE XI KR4 STUDENTS AT SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : KOTA YOGYAKARTA

Waktu : 06 September 2013 s/d 06 Desember 2013

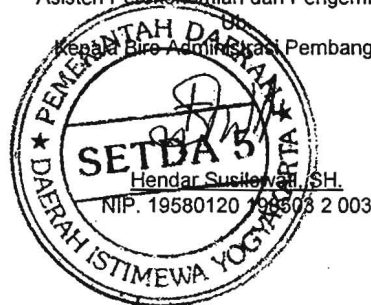
Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan Ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang Ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang Ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 06 September 2013

An. Sekretaris Daerah
Asisten Perencanaan dan Pengembangan
Kepala Biro Administrasi Pembangunan



Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 WALIKOTA YOGYAKARTA C.Q DINAS PERIJINAN
- 3 UNIVERSITAS NEGERI YOGYAKARTA
- 4 YANG BERSANGKUTAN



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515865, 515866, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.idWEBSITE : www.perizinan.jogjakota.go.id**SURAT IZIN**NOMOR : 070/2529
5896/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/6698/V/9/2013 Tanggal : 09/09/2013
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : DESI SUGIARTI NO MHS / NIM : 09202241046
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Drs. Suharso, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : USING INFORMATION-GAP ACTIVITIES TO IMPROVE THE ENGLISH SPEAKING SKILLS OF GRADE XI KR4 STUDENTS AT SMK NEGERI 3 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Lokasi/Responden : Kota Yogyakarta
Waktu : 09/09/2013 Sampai 09/12/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

DESI SUGIARTI

Dikeluarkan di : Yogyakarta
pada Tanggal : 9-9-2013

An. Kepala Dinas Perizinan

Sekretaris



ENY RETNOWATI, SH

NIP. 196103031988032004

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta

INDEKS:	KODE	NO. URUT	TGL. PENYELESAIAN
Penelitian	070	777	

PERIHAL / ISI RINGKAS: Permohonan Izin Penelitian
a.n. Desi Sugarti

ASAL SURAT	TGL	NOMOR	LAMPIRAN
FBS UNY	4-9-2013	0816 (UK-34.12/DT/IX/2013)	

DIAJUKAN / DITERUSKAN

KEPADA:

1. Ph. Bp. Beng K.
2. Ph. Bp. Dodo Y.

INFORMASI / INSTRUKSI

- Mohon berkenan membuat pelaksanaan penelitian ini dgn catatan:
 1. Tidak mengganggu KBK
 2. Moh. menyerahkan proposal penelitiannya dan stlh selesai bersedia (wajib) menyerahkan 1 chap laporan hasil penelitiannya utl. dokumen sekolah.
- Mohon koordinasi dgn. UK / sub UK / personil yg ter-
Pait. Timis

kepada yth:

Bpa Drs. Belet Sukono (LPTO)

Elan Sri Purwanti, BPD,

- mohon dibantu masalah penelitian di Program Studi 75 Bpa pimpin / Ibu ampu mayella.
- Hasil penelitian diberikan ke sekolah.

yogyakarta, 5 Oct 2013

ah GOM

Elan Mulyadi



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMK NEGERI 3

Jalan W.Monginsidi No. 2 Yogyakarta 55233 Telp./Fax. (0274) 513503
Website: www.smkn3jogja.sch.id Email: humas@smkn3jogja.sch.id

F/62/TU/13
20 Agustus 2013



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SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 070 / 1470

Yang bertanda tangan dibawah ini :

Nama : Drs. Aruji Siswanto
NIP : 19640507 199010 1 001
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : Desi Sugiarti
NIM : 09202241046
Program Studi : Fakultas Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Bahwa yang bersangkutan telah melaksanakan penelitian mulai tanggal 11 – 28 September 2013, dengan judul penelitian **“Using Information Gap Activities To Improve The English Speaking Skills Of Grade XI KR 4 Students At SMK Negeri 3 Yogyakarta In The Academic Year Of 2013/2014 ”**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Yogyakarta, 25 Oktober 2013
Kepala Sekolah,

Drs. Aruji Siswanto
NIP. 19640507 199010 1 001